

Application for Establishment of



The Adult Career Technical Education PCS
Creating Career Pathways

DC Public Charter School Board
March 8, 2017



The Adult Career Technical Education PCS
Creating Career Pathways

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J. Darrell Peterson
Legal Counsel

Dear Members and Staff of the DC Public Charter School Board:

The essence of charter schools is choice. We want to increase the options available for adult students to receive a high-quality education in the District of Columbia. Therefore, it is with great pride and excitement that we submit this proposal to the PCSB to begin The Adult Career Technical Education (TACTE) Public Charter School in the fall of 2018.

TACTE will provide students the option to obtain a high school diploma or its equivalency. Students will also have the opportunity to pursue a promising career technical profession. Providing a career technical pathway will fulfill an important need in the District of Columbia Public and Charter Schools. The Office of State Superintendent of Education has stated that parents as well as students of the District believe that career technical education is under developed.

We seek to address that need by offering students a program that allows them to earn high school credentials, attend a post-secondary institution, or start work in a career that will pay them more than minimum wage. We have developed an innovative CTE program that will give students board certifications as well as an integrated, rigorous academic curriculum.

As founders, we are committed to producing a positive school environment, where students learn; administrators and teachers hold a vision of high student achievement; and, where families receive respect and thus, want to be involved.

We look forward to the opportunity to share our mission and program with you further. Thank you for your time and consideration.

Sincerely,

Deborah Hayman, President/CEO

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Applicant Information Sheet

Note: The full application, including this form, will be posted on DC PCSB's website. Local community members, including members of the media, may contact the designated representative for questions about the proposed school. Do not redact contact information on this sheet.

Name of Proposed Charter School: The Adult Career Technical Education PCS

If applicable, affiliated **Management Organization:** [Click here to enter text.](#)
 Affiliated Management Organization is: ☒ Non-profit ☐ For-profit

Designated Representative: Deborah Hayman



Address: 4646 Livingston, RD. SE Washington, DC 20032

Telephone: (202) 658-6082 **Email:** tacte100@gmail.com

Names of all members of the founding group¹, including their affiliation with the proposed school:

Deborah Hayman, President/Founder
 Stan Jackson, Board Chairman
 Roberta Eaton, Board Secretary
 Derek Davis, Board Member
 Thelma Thompson, Board Member
 Robert Bobb, Board Member

Type of Application:

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

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

Proposed First Year of Academic Operation: [Click here to enter text.](#)

Relationship between the school and its employees:

☐ Contract ☒ At-will

Applicants are invited to provide more information about this under **Error!**
Reference source not found., Error! Reference source not found..

¹ This list should include all core members of the applicant group, those who may transition to the founding board, and those who may transition to the founding leadership team.

Requested Enrollment Ceiling^{1, 2}

	YEAR	YEAR (2)	YEAR (3)	YEAR (4)	<i>Add columns until reaching capacity.</i>
PK3	None (planning period)				
PK4					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	11	35	60	80	90
10	10	35	50	80	90
11	10	35	60	80	90
12	15	35	60	80	90
Adult	92	103	140	200	300
ABE-1	5	29	40	40	50

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

² A schedule of enrollment ceilings will be included in the proposed school's charter agreement. Given the importance and complexity of the enrollment ceilings, and potential shifts in facility availability or requirements, it is DC PCSB's expectation that most approved applicants will collaborate with DC PCSB staff to finalize their enrollment ceilings before earning full charter approval.

	ABE-2	5	28	40	40	40
	ABE-3	2				
	ABE-4					
	ABE-5					
	ABE-6					
TOTAL		150	300	450	600	750

Proposed Location of School, if known (address or area(s) of city): Ward 8 SE Washington, DC

If applicable, list all schools that the Management Organization currently operates, has been approved to operate, or is currently applying to open:

School n/a	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
Add additional rows as necessary to detail all schools.				

If you have previously applied for a charter, or operated a charter school in the District of Columbia, please provide relevant information about the application/school, including name of the school, year of application, authorizer (DC PCSB or DC Board of Education), year opened/closed, etc., as applicable.

TACTE(PCS); 2016 WITHDREW APPLICATION

Executive Summary

The Adult Career Technical Education Public Charter School (hereafter TACTE) provides District of Columbia residents between the ages of 16-24, academic and career technical education that leads to high school credentials, postsecondary training, and career paths to productive and economically sound lifestyles. Successful students in the 21st Century aim high and know how to tailor their educational program to meet their aspirations. Under-skilled students do not have the same options. In the Washington Metropolitan area, the average salary of a full-time federal employee in 2013 was \$79,030.³ Sixty thousand residents in the District, however, cannot get a job with the federal government because they lack a high school credential. In too many instances, the challenge remains just as daunting for District residents who have secondary school credentials but can't read at an eighth-grade level and lack writing and math skills - all in an area that has one of the most highly-skilled labor markets in the nation.⁴ Without academic fundamentals, the possibility of achieving career goals and a means of financial stability will remain out of grasp for many District residents, affecting educational outcomes for their children and further contributing to intergenerational poverty.

TACTE addresses the need for education and job training through an integrated curriculum that leads to high school credentials, a career technical certificate, postsecondary educational counseling and job placement. We "want to be the pebble in the pond that creates the ripples for change,"⁵ envisioned by leaders of other organizations. We believe that TACTE will produce a groundswell of collective and cooperative support between the private and public sectors in helping students recognize the possibilities and promise inherent in meaningful educational and economic change. With guidance, our students will participate in academic and technical learning programs that lead to defined career pathways and measurable performance outcomes.

TACTE offers District of Columbia disengaged adult learners a second chance to meet high school educational requirements and achieve marketable job skills recognized by Bureau of Labor Standards. We test students' literacy skills through pre, post training modules, and give them the option of getting a high school diploma or GED. Additionally, each adult learner engages in an industry-led occupational training program that offers certificates of completion and industry-certified credentials in the following fields: nursing assistants, emergency medical training, cosmetology and barbering, hospitality and culinary arts, national gem/jewelers programs and graphic designs.

³ Data Analysis & Documentation, Federal Employment Report, September 2013.

⁴ Carnevale, Anthony P., et. al. Help Wanted: Projections of Job and Education Requirements Through 2018. Georgetown University Center on Education and Workforce. Georgetown University Center on Education and the Workforce, 2010.

⁵ Tim Cook, CEO, Apple

We employ both DC Common Core Standards and the Integrated Basic Education and Skills Training (I-BEST) model as teaching tools.⁶

Job placement will be an important component of our program. Our Educational Plan, addressed in Section B, outlines the School-to-Work program that focuses on technology preparation, job shadowing, apprenticeship, and internships integrated into our general academics and career-based programs. Together, students, faculty, industry and community partners, and families will work to support students' integrated academic and technical career goals.

While embracing the mission and core beliefs of the District's Public Charter School Board, TACTE has a singular vision: to be an inclusive high-quality, highly rigorous career technical public charter school rivaling the very best in its league. We combine relevant academic studies with cutting edge career specialized learning techniques that meet industry standards. Our graduates will pass nationally recognized examinations. With their newly acquired skills, licenses and confidence, our students will thrive and maximize career potentials in the marketplace. The result will be individuals, who are poised to provide stable financial lifestyles for their families, contribute to the quality of the workforce, enhance the tax base of the District of Columbia, and change the trajectory of intergenerational poverty for their children—bringing into focus the ripple of change we strive to achieve.

⁶ The *I-Best* model developed by Washington State Board for Community and Technical Colleges works to increase the rate at which adult learners complete basic education skills and complete postsecondary credentials in positions offering good wages and career advancement.

A. Establishing a Need

A.1 Evaluating the Landscape

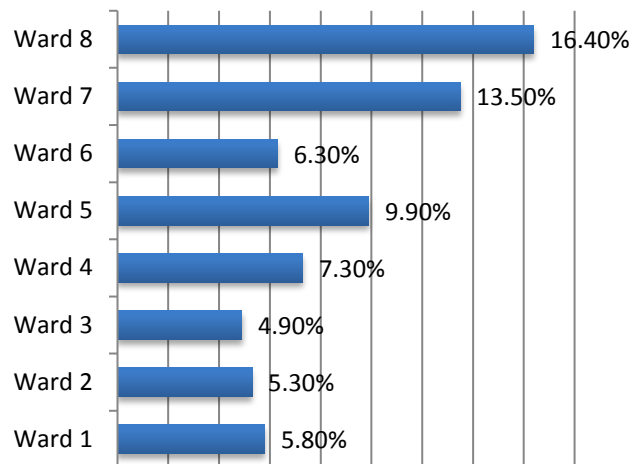
According to the Georgetown University Center on Education and the Workforce, colleges and universities account for only 35 percent of postsecondary education and training. Access to training, however, determines the extent to whether an individual finds employment and the person's earning potential. In fact, the Georgetown report shows a significant disparity between the range of lifetime earnings of a high school dropout and an individual who holds a professional degree – a range of \$1,198,000 to \$4,650,000. People with a high school degree make at least \$569,000 more than a high school dropout; whereas those having some college but no degree are worth about \$473,000 more than those with a high school degree. What is clear and beyond argument is that for secondary level dropouts and graduates without some level of postsecondary training, there is an increasingly substantial risk of such individuals falling between the cracks even when the economy fully recovers. Between 2008 and 2018, nearly 63% of almost 50 million job vacancies will require some post-secondary education.⁷ We agree with the Center's assessment that "when it rains long enough, everyone gets a little wet...but post-secondary school and training is still the best umbrella in any economic storm." We want to ensure that umbrellas to career pathways are in place for *all* District residents.

Although the District of Columbia will lead the nation in job openings requiring postsecondary education, the individuals we seek to serve will not have access to those jobs. Sixty thousand (60,000) DC residents lack a high school degree, and even more, residents lack even basic reading, writing, and math skills.⁸ Many of these individuals live in Wards 4, 5, 6, 7, and 8 (the highest statistical numbers of literacy deficits and unemployment in the District).

⁷Carnevale, Anthony P., et. al. Help Wanted: Projections of Job and Education Requirements Through 2018. Georgetown University Center on Education and Workforce. Georgetown University Center on Education and the Workforce, 2010.

⁸ DeRenzis, Brooke. From Basic Skills to Good Jobs: A Strategy for Connecting D. C.'s Adult Learners to Career Pathways. DC Appleseed, 2014.

District Unemployment Per Ward



The key demographic indicators by wards in the District of Columbia set forth the unemployment rates in each quadrant in the city. Key demographic data is reported from the DC State Data Center (Government of the District of Columbia Office of Planning 2011-2015 ACS). Wards 4 through 8 contain the highest poverty rates in the Districts. Nearly one in three residents in this area live below the poverty line in 2015, an increase of one-sixth since 2010.

If we are to decrease economic disparities among residents, it is imperative that stakeholders identify a useful, strategic approach to address literacy deficits and unemployment. We know the task will be formidable but have rolled up our sleeves and are determined to make a difference. The gap between wealthy and poor in District “is the fourth largest among the nation’s 50 most major cities,”⁹ and “many of those who lack a high school degree might also be homeless.”¹⁰ The joint project done by the DC Fiscal Policy Institute referenced earlier shows that for every dollar earned by a high-wage worker in this region, a low-wage worker makes 16 cents. Such disparity must be seriously addressed. TACTE is positioned to change this landscape for better and in a permanent way. Our students will not only achieve academically and technically but will be exposed to the culture of a city they have long lived in but have never fully experienced.

The absence of basic educational skills coupled with the devastating impact of the lack of employment adds to the frustration of District of Columbia residents who find themselves in the lowest socioeconomic level without real programs to provide sustainable life change. Programs that offer partial solutions are not the answer. If we are to lessen the number of under-skilled

⁹DeRenzis, Brooke. From Basic Skills to Good Jobs: A Strategy for Connecting D. C.’s Adult Learners to Career Pathways. DC Appleseed, 2014.

¹⁰ Bursting the Bubble: The Challenges of Working and Living in the National Capital Region. DC Fiscal Policy Institute, 2014.

and unemployed residents, the Public Charter School Board must authorize more schools as evidence suggests a clear and urgent need. TACTE is prepared to address the issues of the unemployed, under-employed, and under-skilled residents head-on.

A.2 Recruitment and Retention

Our targeted population will include the unemployed, under-employed, and under-skilled residents who reside in the District of Columbia. Many of our students have not obtained a high school diploma; others may be deficient in basic skills, be displaced workers from the District of Columbia workforce, or individuals seeking changes in a career. Our admission policy is open. Any District of Columbia resident between the ages of 16-24 who lacks a high school diploma, GED, competitive industry skills can apply for admission. Once a year, TACTE culinary arts and hospitality students will participate in a residential college immersion program at the University of Maryland Eastern Shore. The UMES program is accredited and will allow the students the opportunity to operate in a college environment and earn continuing education credits. By participating in the UMES program, students can determine if they wish to pursue postsecondary training at UMES or another institution.

Of the 11 existing public charter schools in the District of Columbia (see table below), only one offers a high school diploma, seven offer a General Educational Diploma (GED), and three provide the National External Diploma Program (NEDP). TACTE offers students the option to attain a high school diploma, GED, and career technical certifications with national licensing eligibility.

DC PCSB	PMF Results	Wards	GED	NEDP	High School Diploma
Academy of Hope	3	5-8	Yes	Yes	No
Briya PCS	1	1(2)	Yes	Yes	No
Carlos Rosario	1	5	Yes	No	No
Community College Prep	1	8	Yes	No	No
LAYC Career Academy	2	1	Yes	No	No
Maya Angelou	Adult Ed/3	7	Yes	No	No
Next Step	2		Yes	No	No
El/Proximo Paso	2	1	Yes	No	No

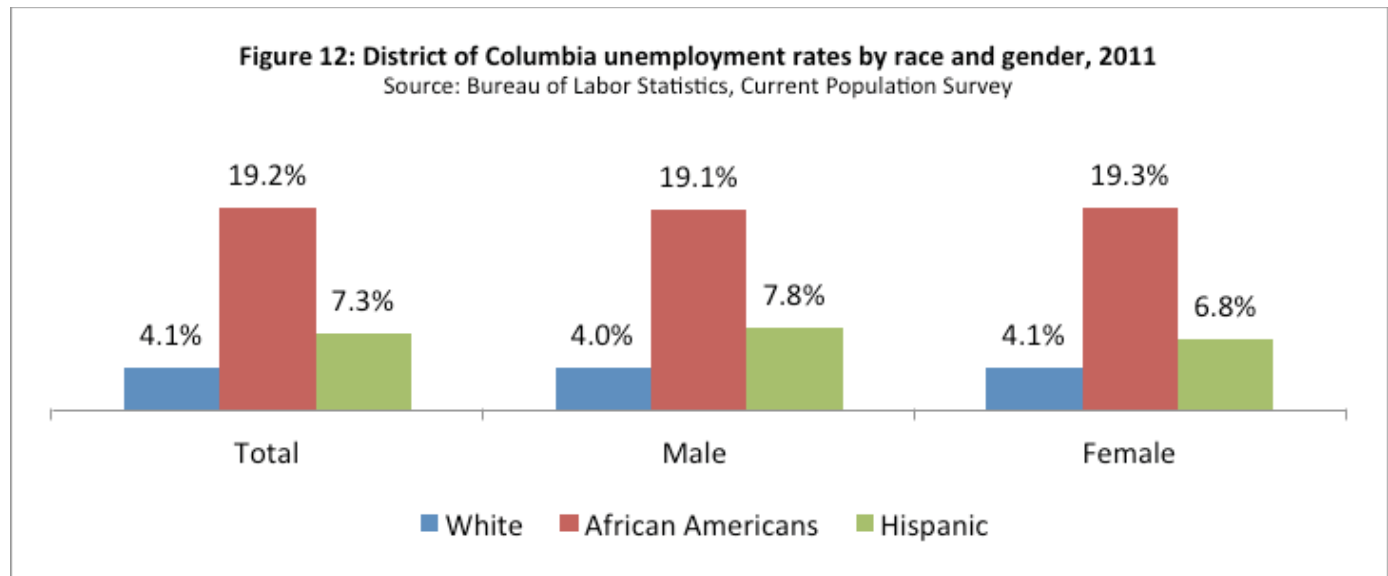
Youth Build	2	1	Yes	No	No
St. Colletta	Not Rated	2	Yes	No	No
Goodwill Excel	N/A	5	No	No	Yes

District of Columbia Public Charter Schools

TACTE will take the learning process one step further than the existing adult public charter schools. Course offerings and career tracks at TACTE will lead to a high school diploma, GED, or a career technical education skill certificate of completion. Our students will undergo coaching for nationally accredited industry exams, job placement, or go on to postsecondary education. By increasing available options, we believe students can choose the program(s) that best fits his or her needs. Our research shows that current educational opportunities in the District may not sufficiently support total needs of adult learners, leading to frustration and disengagement. We have designed our program to keep students engaged from the beginning of their selection of a career pathway to its successful conclusion. Teachers, counselors, mentors, and student peers will all play a part in supporting the students and helping them to complete the program successfully.

Approximately 63,000 adult learners in the District of Columbia lack a high school diploma and marketable job skills. Of that number, fewer than 2% are enrolled in adult learning programs. The DC Appleseed report referenced earlier note that many of those in the 63,000 figure are between the ages of 18-64. High school dropout rates across the country are high for many socioeconomic reasons. However, when District residents enroll in adult learning programs, they are less likely to complete the program than those nationwide and achieve lower levels of educational gains. Over the last five years, the GED pass rate¹¹ in the District of Columbia was below 65 percent. The need for additional schools to serve this population is urgent. We project an initial enrollment of 150 individuals--another small dent in the formidable challenge of decreasing economic disparities between residents in the District (see graph below). Although the unemployment rate may have improved, we do not anticipate a need to compete for recruitment of students. The need for additional schools is significant. We will communicate our programs throughout the community, solicit the community's continuing input, and work every single day to meet its needs. Rather than compete with fellow charter schools in the recruitment process, we will provide more options that appeal to adult learners.

¹¹ Annual Statistical Reports 2009-2013. GED Testing Service.



Source: District of Columbia State Plan – Program Years 2012 -2016

A.3 Community Input

TACTE's staff and Governing Board are primarily responsible for recruitment plans but will be assisted by its community partner, Higher Development Academy (HDA), in the development and delivery of a marketing and recruitment model. From 2012 – 2014, Higher Development conducted an Emergency Medical Technician pilot for the District of Columbia. HDA recruited over eight hundred unemployed or underemployed DC residents. For each nine-week session, 200 applicants were on a wait list. HDA's recruitment plan exceeded its enrollment goals. Aggressive recruitment campaigns and community referrals resulted in continuing successful recruitment of new entrants and a 75% retention rate (25% of applicants could not pass the DC government vetting process, including criminal background checks). Sixty percent of graduates passed the National Registry Exam, and 100% of graduates were employed.

In addition to HDA, TACTE will seek assistance from this sampling of other community partners:

- Office of the State Superintendent of Education (OSSE), Career Technical Division
- Department of Employment Services (DOES) One Stop Center
- District of Columbia Human Services
- District of Columbia Rehabilitation Services
- District of Columbia City Council
- District of Columbia Youth and Rehabilitation Services
- Veteran Affairs
- Edgewood Brookland Family Support Collaborative
- UDC Community College
- House of Ruth
- Southeast Neighbourhood Council

DC Association of Career Technical Education
District of Columbia Places of Worship

Our research indicates that more than eighty (80%) percent of our students will fall in the low income and at-risk category. To meet the needs of our challenged population we have formed the following partnerships:

- University Partnerships – Students from local universities will visit TACTE as practicum students. Our students will have an added advantage of interacting with other adults in a classroom setting and will be introduced to 21st century best practice teaching practices.
- Family Partnerships – We recognize the importance of family involvement in the educational process. With that understanding, we have allocated positions for family members on various committees and support networks. Qualified family members will serve as volunteers in the classroom, organize and participate in annual events, such as TACTE’s health fairs, wellness seminars, various social workshops, and seminars. They will also assist with activities sponsored by the art club and drama club, including fundraising. Because we expect to enroll some students with English as a second language, we will ensure that we include family members of these students on committees or teams.
- Community Partnerships – We have identified community service and mentoring organizations to provide volunteer hours in mentoring our students and assisting them with career planning. We are particularly proud of our relationship with the District of Columbia Association for Career and Technical Education (DCACTE), a major career technical education professional and community organization. DCACTE volunteers will provide time and service to our school and a function as a vital link to the community for our students.
- Corporate Partnership – We recognize the importance of leveraging public-private partnerships and will work diligently to team up with businesses that have major footprints in the city. Such relationships will assist our efforts to close the achievement gap by providing monetary resources, leadership, technical expertise and a variety of in-kind contributions. Our partnership base will help to increase students’ curiosity beyond the classroom. We are currently seeking partners who meet the following criteria:
 - Retention partnerships designed to improve motivation and attitudes that will result in increased attendance and reduced dropout rate;
 - School health initiatives on nutrition, safety, and health fitness;
 - Family support programs including parenting skills, family and community literacy, social services, school readiness and child care;
 - The promotion of safe learning environments to help prevent substance abuse, violence and reduce vandalism;
 - Community involvement issues including service learning and intergenerational programs; and,

- Cultural partnership to introduce our students to life in the city.

Our partners will have many opportunities to help us affect long-term changes in our students. Extracurricular activities will include physical fitness, dancing, music, theater, and film, most of which will be spearheaded by our performing arts contractor. Our community service program will involve students who will assist in providing EMS seminars to residents, or barbering and cosmetology services to senior citizens.

TACTE will be the only public charter school in the District offering high school credentials, a certifiable technical career, preparation for all nationally certified exams, individualized services to support students completion of training, job readiness skills, and assistance in finding employment. We are excited about our program and see little to no problem in attracting and retaining our student body.

B. Education Plan

B.1 Mission and Philosophy

TACTE Public Charter School provides District of Columbia residents academic and career technical education that leads to high school credentials and post-secondary training. We seek to provide students the opportunity to acquire good quality, affordable, academic, technical, and social skills, which will prepare them for successful career employment. We also teach the necessity for life-long learning to meet the needs of the District of Columbia and the changing society at-large. The school focuses on the following:

- Civic consciousness and responsibilities to self, family, community, and the nation;
- Student acquisition of marketable, occupational skills;
- Employer and graduate satisfaction;
- Cost effectiveness of the entire school;
- Partnership with schools, community agencies, businesses, and industry to help students participate in beneficial, occupational and career-oriented experiences;
- Target adult learners and students who are at-risk of not completing high school, students with special needs, and English Language learners;
- Provide on-site social support services to help students learn the importance of accepting responsibility for their education, career, and life choices.

We believe that all students with at least an eighth-grade comprehension level can accomplish higher-level training. TACTE staff, teachers, community partners, family, and fellow students will enhance students' learning ability. We believe that individual commitment and the support of stakeholders will result in students' mastery of basic educational skills, post-secondary credentials, marketable job skills, and career technical board certification.

We will administer pre and post-academic assessments for all students, including special needs individuals and English Language learners. The assessments will provide practical roadmaps for students to meet academic needs and overcome obstacles to success. We recognize that students join the TACTE community with various skill sets. Some students may have IEPs with clearly defined service needs; others may have academic deficiencies stemming from teen pregnancy, poverty, incarceration, etc. We will address and service the needs of all students, meeting the students where they are. Students with existing IEPs will receive continued academic and personal support. Students transitioning to adult independence will also receive assistance from assigned life coaches. Coaches will keep students focused, motivated and on track to accomplish personal and educational goals. The result will be TACTE's development of individuals who have marketable industry recognized skills, the ability to be successful in the workplace or to pursue post-secondary education.

B.2 Charter Goals and Student Academic Achievement Expectations

According to the District Government's Workforce Development Strategic Plan for 2012-2016 and the Appleseed Report "[g]iven the increasing skill and credential demands in the District's labor market, it is likely that individuals at lower levels of literacy (both in terms of basic literacy and language proficiency) will be **increasingly marginalized** (emphasis added) from employment, or stuck in low-paying jobs, unless steps are taken to increase access to adult education and related services."¹² TACTE's ultimate goal is to ensure that District residents are no longer marginalized but given a real opportunity to participate fully in the city's economy and benefit from the region's prosperity. Because the needs of those we intend to serve have languished and continue to be in decline, we will adopt individual goals using the Adult Education Management (AEM) framework. The AEM framework allows us creatively to meet our student population where they are. We will use the Performance Management Framework for students on the high school diploma track. We have established the following measurable outcomes as SMART goals for all our students:

¹² D.C. Department of Employment Services and D.C. Workforce Investment Council. (2012). *State Integrated Workforce Plan for Workforce Investment Act Title/Wagner-Peyser Act and Department of Labor Programs Program Years 2012-2016*; DeRenzis, Brooke. *From Basic Skills to Good Jobs: A Strategy for Connecting D. C.'s Adult Learners to Career Pathways*. DC Appleseed, 2014.

➤ Successfully track student progress defined as learning gains as measured by tests that are valid for adults and disengaged youth

- Leading indicators of attendance and student retention
- Preparation of students for careers and college readiness
- Successful post-school outcomes, including employment, apprenticeship, internships
- Matriculation to college, including community college
- Career technical education training and national licensing

TACTE's student population will include students who are at risk, under-skilled and who require assistance to obtain a high school diploma or GED. Most of them will also need relevant and rigorous job skills, skill certifications, a job, or higher education readiness. Our demographic will include, but is not limited to:

- Men and women between the ages of 16 and 24 in the District of Columbia
- Students with pre-identified individual educational plans
- English Language Learners
- Students with transitional plans
- Students with 504 plans for students with disabilities
- Students of the LGBT community
- Students recently released from incarceration
- Homeless students
- Veterans
- Young women who are pregnant or dropped out of school due to pregnancy
- Students at risk of dropping out of school

STUDENT PROGRESS

➤ 85% of TACTE students will make significant educational gains that demonstrate progress toward their educational, employment and post-secondary education and training goals via test scores and attendance records

➤ TACTE will use the Comprehensive Adult Student Assessment System (CASAS), Test of Adult Basic Education (TABE), and the Test of Adult Basic Education Complete Language Assessment System-English (TABE-CLAS-E) from the list of NRS approved tests.

Comparison of TABE and ESL Test Results

ABE NRS Educational Functioning Level	TABE Scale Scores	CASAS Scale Scores
Level 1: Beginning Literacy	160-367	Reading: 200 and below; Math 200 and below; Writing: 200 and below
Level 2: Beginning ABE	368-461	Reading: 201-210; Math: 201-210; Writing: 201-225
Level 3: Low –Intermediate ABE	462-517	Reading: 211-220; Math: 211-220; Writing: 226-242
Level 4: High-Intermediate ABE	518-566	Reading: 221-235; Math: 221-235; Writing: 243-260
Level 5: Low Advanced ASE	567-595	Reading: 236-245; Math: 236-245; Writing: 261-270

NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores
Level 1: Beginning ESL Literacy	Reading and Writing: 225-394; Total Listening and Speaking: 230-407	Reading: 180 and below
Level 2: Low Beginning ESL	395-441; Total Listening and Speaking: 408-449	Reading: 181-190; Writing: 136-145
Level 3: Low –High, Beginning ESL	Reading and Writing: 442-482; Listening and Speaking: 450-485	Reading: 191-200; Math: 211-220; Writing: 146-200

Level 4: Low Intermediate ESL	Reading and Writing: 483-514; Listening and Speaking 486-525	Reading: 201-210, Writing: 201-225
NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores
Level 5: High Intermediate ESL	Read/write: 515-556; Listing and Speaking 526-558	Reading: 221-235; Writing 243-260
Level 6: Advanced ESL	Reading and Writing: 557-600; Listening and Speaking: 559-600	Reading: 221-235; Writing: 243-260

100% of educational gains will be reported for all students who have been pre-post tested within the program year.

STUDENT ACHIEVEMENT MEASURES

- 75% of students who obtain a CTE certificate of completion will have a passing score of 75% or greater
- 45% of students who receive a GED will pass the English/Spanish GED test

CAREER/COLLEGE READINESS MEASURES

- 85% of students who are in the workforce (i.e., desire a job) and enter the program without a job will obtain a job during the program or after completion of the program
- 60% of students who either enter the program with a job or get a job after exit will remain employed the 3rd quarter after program exit
- 85% students with a GED or high school diploma will successfully transition to occupational courses or college from the adult education program
- 80% of students enrolling in a postsecondary education or occupational skills program will build on prior services or training received
- 80% career/college readiness will be measured for all students who attend more than 12 hours of instructional time

LEADING INDICATORS

- 70% of the students will attend class regularly
- In-seat attendance rate will be calculated as: i.e. 175/180 (number of days preset/number of days enrolled)
- The retention rate will be 70%
- “The retention rate is a measure of the subset of students who take a course’s pretest and remain throughout the course to take the post-test divided by the number of students who take the pre-test”¹³
- The pre-test will be given to students within their first twelve hours of instructional time
- The retention rate will be calculated as follows: i.e. 240/300 (number of students that pre-post test/number of students that pre-test)

MISSION-SPECIFIC MEASURES

- 60% of the students enrolled in the Emergency Medical Training program will pass the National Registry Exam
- 75% of the students enrolled in the Food Handler’s program will obtain a certificate of completion
- 70% of the students registered in the CPR program will receive a certificate of completion
- 60% of the students enrolled in the Cosmetology/Barbering program will obtain a State Board license
- Ensuring that all students have educational opportunities regardless of race, ethnicity, national origin, age, sex, disability, language, sexual preference, and socioeconomic status.

The charts displayed below institutional academic and mission achievement goals for TACTE.

Academic Goals	1	2	3	4	5
Complete 60% of student graduation from academic and career technical programs (measure # of certificate completion each applicable year	0	60	60%	65%	70%

¹³ Retrieved from www.dcpesb.org/sites/default/files/adult_ed_pmf_policy.final.pdf

60% of student success rate on national exams	0	60	60%	60%	60%
Implement an effective English as a second language program (measurement NRS educational functioning, Level ESL assessment)	0	50	50%	60%	65%

Non-Academic Goals for Student and School Performance	1	2	3	4	5
Maintain an attendance level at 75%	0	70	70%	75%	75%
Achieve a graduation rate of 75%	0	70	70%	75%	75%
Achieve a (passing) National Test Certification of 60% or better	0	60	60%	65%	70%

Organizational Goals	1	2	3	4	5
Provide salaries comparable to the District of Columbia Public School System (measurement, W-2 reports)	0	90	90%	90%	90%
Develop an individual performance and development plan (measurement, evaluation of staff)	0	100	100%	100%	100%
Build a strong coalition between teachers, community residents and business partners (measurement, memorandum of agreement)	0	100	100%	100%	100%

B.3 Curriculum

TACTE founders have witnessed firsthand highly effective outcomes when curriculum integration is adopted. Curriculum integration is an instructional approach that incorporates content from several disciplines; has well-defined educational objectives such as academic, industry and workforce readiness standards and uses authentic applied problem based learning to engage and challenge students.¹⁴

As mentioned in previous sections, TACTE's Community Partner HD Academy designed its Emergency Medical Technician pilot using the integrated design and had 75 % graduation rate. What CTE integration successfully incorporates is bringing work readiness standards, project or problem based learning focused on real-world issues relevant to student's concerns. According to Starz, 1997 and Bailey Matsuzaka, 2003, research supports that students learn better when courses are taught in real "world context, when classroom learning connects to the workplace and when abstract concepts or knowledge are linked to real problems."¹⁵ By combining both high level academic and in-demand technical skills, curriculum integration may help promote transitions to post-secondary education and careers.

TACTE has two academic modes in obtaining high school credentials. The first mode is the Career Technical and Academic Integrated Curriculum, and the second mode is the GED Curriculum and instructor- led classroom study.

CTE ACADEMIC INTEGRATION CURRICULUM

Coupled with CTE Integration curriculums, TACTE intent is to combine this procedure with the I-Best Model. The I-Best (Integrated Basic and Skills Training) Model will enhance our delivery of instruction. In the I-Best model, a basic skills instructor and a technical instructor team to teach technical courses with integrated basic skills content. In some CTE programs, students can receive continuing educational unit level credit for technical coursework. The goal of the instructional model is to increase the rate at which basic skills students can succeed in college level coursework leading to CTE certificates of completion. TACTE founders believe this combined model is best suited for our at-risk and adult students.

TACTE's curriculum has been designed to fit nine-week terms, and classes are designed to provide 90-minute class schedules. Fridays are reserved for independent computer lab study and specific CTE courses.

¹⁴ Katheen Chermus, et. al. [Integrating Curriculum](#), 2010.

¹⁵ Katheen Chermus, et. al. [Integrating Curriculum](#), 2010.

Both an academic teacher and a CTE instructor will teach all TACTE's courses. Students who enroll in our programs with partial credits can elect to complete their high school study through the standards-based online GED learning program. The course work will be enhanced by utilization of Plato software. Students have an option to return to TACTE's I-Best driven method of CTE classroom instruction upon achieving full GED credentialing.

Mathematics (4 Carnegie Units):

TACTE's math program aligns to the Common Core State Standards for Mathematics. The standards are centered in evidence-based models and developed to help students obtain the knowledge and skills needed for the world of work and life skills. Students will be able to be able to acquire conceptual understanding and apply their problem-solving skills to career technical workplace applications.

These integrated standards offer a math curriculum that meets goals of student competency over time in five mathematic strands: counting, operations, and algebraic thinking, number and operation base 10, measurement data and geometry. Students achieve proficiency in standards will have learned to communicate mathematically using numeric, graphical symbolic and written means.

Modification of the curriculum will allow the students to learn in a non-traditional classroom environment that encourages students to learn through both project based and evidence based models.

Courses offered to adhere to the Common Core State Standards include: Algebra I, Geometry, Algebra II, and Probability/Statistics or Pre-Calculus.

Textbooks: Pearson Integrated High School Mathematics Common Core, Course 1, 2014; Glencoe Geometry, 2014; Pearson Integrated High School Mathematics Common Core, Course 2, 2014; Pearson Integrated High School Mathematics Common Core, Course 3, 2014; The Basic Practice of Statistics, 4th Edition, W.H. Freeman and Company, 2007

English - Language Arts (4 Carnegie Units):

The Integration of CTE Curriculums and Common Core State Standards for Language Arts focus on the following areas: Reading, Writing, Speaking, Listening, and Communication. The intent of the English - Language Arts Program is to foster in students the ability to understand, analyze, and interpret ideas in fiction and non-fiction texts using evidence as justification for interpretation and developing language to discuss ideas and become informed. Critical thinking that utilizes the skills of interpreting, analyzing and synthesizing helps students become effective citizens in society, in the workplace, and lifelong learning. Students perform at a proficient level of reading, writing, speaking, and listening as guided by the Common Core Standards. Following the guidelines set by the Modern Language Association, students use research questions to guide the research process and document research accurately and professionally.

Courses offered to adhere to the Common Core State Standards include: English I, English II, English III, English IV.

Textbooks: Glencoe Literature Common Core Course 4, 2009; Glencoe Literature Common Core, Course 5, 2014; Glencoe Literature Common Core, American Literature, 2014; Language and Composition, The Art of Voice (Muller), McGraw-Hill, 2014

Science (4 Carnegie Units):

The Science curriculum is based on Integration of CTE, basic educational skills, Common Core State Standards and National Science Education Standards that correlate with the school's goals to provide students with core competencies and knowledge that they will need to undertake an integrated CTE science curriculum. The curriculum will allow students to build connections that link science to technology and the real world. The aim of the science curriculum is not only to teach science content, practices, and principals but also to train students in the use of inquiry and scientific methods to learn independently and solve problems.

TACTE Science Program will:

- Develop student's scientific literacy through CTE integration
- Teach students to manipulate scientific tools as they expand their science vocabulary
- Strengthen students logical reasoning and critical thinking skills, as well as apply scientific methodology to career technical professions

Courses offered to adhere to the Common Core State Standards include: Earth Science, Biology, Chemistry, and Physics.

Textbooks: Glencoe Biology, 2012; Glencoe Science Chemistry: Matter and Change, 2013; Glencoe Physics: Principles and Problems, 2013

Social Studies/Humanities (4 Carnegie Units):

TACTE's Social Studies and Humanities program is designed around history, diversity and various cultures. The goal of the instruction is to foster a culturally awareness perspective rooted in civic-mindedness and egalitarian principles. The courses help students understand universal concepts by using a variety of sources – the recognition of the dignity of the individual and the importance of ethical issues in the context of societies; the understanding of religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; the analysis of patterns of global change; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in society; the understanding of the basic principles of democracy and the origins of basic constitutional

concepts; the development of political systems across time; the knowledge of the globalization of national affairs; and the use of time and chronology in the analysis of cause and effect.

Courses offered to adhere to the Common Core State Standards include: World History I and Geography, World History II and Geography, U.S. History, and U.S. Government - DC History.

Textbooks: Glencoe World Geography, 2012; World History & Geography, McGraw-Hill, 2014; United States History & Geography, McGraw-Hill, 2014; United States Government: Democracy in Action, McGraw Hill, 2010

Career Technical Education (3.5 Carnegie Units):

Career Technical Education (CTE) Classes offered at TACTE will expose students to various career opportunities in industries such as medical, hospitality, cosmetology, graphic arts, and jewel masonry. Courses provide students with experience to launch careers or enter into a post-secondary educational institute where they will continue their CTE education. Classes are structured to encourage students to enhance their critical thinking skills, work ethic, and time management in an effort to ensure successful carry over into industry careers.

Course tracks include: Nursing Assistant, Emergency Medical and Training, Cosmetology and Barbering, Hospitality and Culinary Arts, National Gem/Jewelers Program, and Graphic Design.

Physical Education/Health (1.5 Carnegie Units):

Health and Physical Education is a vital aspect of the school program for all students. The curriculum provides developmental layers to assist students in acquiring additional knowledge of their body, advanced movement skills, enhanced attitude and confidence needed to adopt and maintain a lifetime of health literacy and physical activity.

Art/Music (1 Carnegie Unit):

The goal of art and music instruction is to recognize the relationship between the arts and society and the connection to global world culture. Students in art classes have the ability and opportunity to demonstrate their creativity utilizing any course specific medium. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. The Framework for Arts Learning curriculum will be utilized across all art disciplines.

World Language (2 Carnegie Units):

The goal of the World Languages is to create citizens of the world. Students use languages to communicate clearly and appropriately in listening/viewing, speaking/signing, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our society. Languages offered include Spanish.

Textbook: Realidades 1 – Prentice Hall, 2014; Realidades 2 – Prentice Hall, 2014

Assurance that all students will be prepared to meet the school's academic achievement expectations

English Language Learners

To accommodate the ELL student, we will incorporate the standard English Language Development standards into all curriculums. Teachers are trained to employ additional instructional tools such as Sheltered Instruction Observational Protocol. Teachers can make content adaptations, create comprehensible reasons and scaffold learning experiences, and provide opportunities for discussion and review. English as a second language placement test allows the teacher to test non-native English speaker's abilities in four areas- listening, reading, grammar usage, and essay. Some of the methods used will be:

ESL Listening

This test assesses the student's ability to understand standard American English. It is tasked with increased difficulty across multiple proficiency levels of rate of speech, vocabulary, diction and the use of natural metaphorical language all increasing at growing levels. Students are allowed to take notes as listening stimuli increases in length. The test measures listening skills rather than short-term memory.

ESL Reading

The English placement test assesses a student's ability to recognize and manipulate Standard English in two categories:

Referring (reading explicitly stated material)

Reasoning (inferential reading)

The content of these areas varies according to levels of English proficiency with more emphasis on seeing at the lower levels and more thinking at the higher levels. Students may be asked to interpret pictures, tables, charts, or to follow directions using a map.

ESL Grammar Usage

The English placement test assess the student's ability to recognize and manipulate Standard American English in two main areas:

Sentence Elements

Sentence Structure and Syntax

ESL Essay

The English placement test provides analytic scores based on a student's understanding of language usage, development, and organization.

TACTE PCS believes it is critical to achieve bridging cultural language barriers seamlessly. To achieve that objective, we will develop mutual understanding and knowledge to promote strong English language development and academic success for our students.

Students with Disabilities

Dropout rates for students with disabilities have been found to be nearly twice as high as that of their peers¹⁶. We agree with others who have determined that the majority of students with disabilities, “85 to 90 percent, can meet the graduation standards targeted for all other students. (Emphasis in original).”¹⁷ TACTE programs will accommodate students with special needs and use a behavior modification curriculum based on Common Core standards as well as supplemental curriculum, including the use of differential instruction. Special needs students will be able to obtain training and certification in the areas they desire.

Students with IEP and 504 plans are assigned to teams. Students will receive direct classroom instruction, as well as specialized support by educator trained in Special Education techniques and resources. In addition to remedial course assignments, students will spend the majority of their time in fixed length classes along with the general student population. Students may utilize additional services outlined in their IEP or 504 plans

TACTE program for students with special needs also utilizes a behavior modification curriculum based on Common Core State Standards (CCSS) as well as supplemental curriculums, including the usage of differential instruction.

Our consistent and structured environment emphasizes intensive social skills, academic, social skills training academic instruction and individualized behavior interventions. The techniques we typically employ include:

Individualized Educational Plan:

Measurable goals for behavioural and academic progress

Highly structured classroom

- Positive teaching and behaviour management strategies
- Small class sizes with intensive staff to student ratios
- A strong emphasis on social development

¹⁶ Thurlow, Martha, et. al. Students with Disabilities Who Drop Out of School – Implications for Policy and Practice. 2002. National Center on Secondary Education.

¹⁷Students with Disabilities: Characteristics and Outcomes. The Diverse Portrait of Students with Disabilities. National Center on Educational Outcomes. 2013.

Appropriate use of assessments to measure students' development and academic growth is especially important for those at risk. When students first enter school, diagnostic assessments monitor their needs to support learning and avoid failure. Many of our students may not have the benefit of early intervention programs, but we will assist them to overcome academic deficiencies so that they maintain a sense of success and self-esteem in the classroom. As our students progress through school, alternative assessments can focus on improved performance. By doing so, our students can show what they have learned vice how well they perform on tests. The new assessment strategies might include oral interviews, science experiments, exhibits, skill demonstrations and portfolios of their work overtime.

Instructional support for at-risk students also is being redefined by evaluation results from Title I and special education programs. We will elect not to take students out of the regular classroom to receive separate instructional services as that has negative consequences. Students suffer a loss of esteem, a loss of time in dealing with the regular curriculum and, with the instructional team.

All TACTE students will know that teachers and staff are here to support and accommodate their needs, and have designed instruction and course work for their success. Surrounded by educators and individuals who have confidence in them and their future, they will excel. They will thrive academically, emotionally, and socially as they prepare for careers they might never have thought possible.

TACTE is currently reviewing Special Provider Programs, and upon Charter approval, we will negotiate partnerships.

Students Above Grade

Students excelling in regular classroom study are eligible candidates to earn dual college credit through the Accuplacer Program at UDC-CC and the University of Maryland Eastern Shore.

GED Program

For the Fast Track GED curriculum, TACTE will employ PLATO Courses. PLATO allows students to learn anytime, anywhere online. At the same time, the student faces a rigorous, standards-driven curriculum. Self-paced, out-of-the-box, whole semester courses that include exempted pre-tests to target learning allows students to concentrate on their skill gaps and complete course requirements quickly. Comprehensive reporting built into PLATO Courses gives you the information you need to ensure students have acquired knowledge and earned course credit.

PLATO Course Components:

PLATO Courses

Language Arts

1. PLATO Course English 7A
2. PLATO Course English 7B
3. PLATO Course English 8A
4. PLATO Course English 8B
5. PLATO Course English 9A
6. PLATO Course English 9B
7. PLATO Course English 10A
8. PLATO Course English 10B
9. PLATO Course English 11A
10. PLATO Course English 11B
11. PLATO Course English 12A
12. PLATO Course English 12B

Math

1. PLATO Course Pre-Algebra A
2. PLATO Course Pre-Algebra B
3. PLATO Course Algebra 1A
4. PLATO Course Algebra 1B
5. PLATO Course Algebra 2A
6. PLATO Course Algebra 2B
7. PLATO Course Geometry A
8. PLATO Course Geometry B

Science

1. PLATO Course Life Science A
2. PLATO Course Life Science B
3. PLATO Course Physical Science A
4. PLATO Course Physical Science B
5. PLATO Course Biology A
6. PLATO Course Biology B
7. PLATO Course Chemistry A
8. PLATO Course Chemistry B

Social Studies

1. PLATO Course Basic American History 1A
2. PLATO Course Basic American History 1B
3. PLATO Course Basic American History 2A
4. PLATO Course Basic American History 2B
5. PLATO Course American History 1A

6. PLATO Course American History 1B
7. PLATO Course American History 2A
8. PLATO Course American History 2B
9. PLATO World History A
10. PLATO World History B
11. PLATO Course Geography A
12. PLATO Course Geography B
13. PLATO Course U.S. Government A
14. PLATO Course U.S. Government B
15. PLATO Civics A
16. PLATO Civics B
17. PLATO Economics A
18. PLATO Economics B

Elective Courses

- Health
- Art Appreciation & History
- Computer Applications & Technology
- Consumer Math

B.3.1 *Student Learning Standards*

To improve student academic achievement, TACTE will develop partnerships with students, parents, and guardians to ensure that their children achieve the high standards of the Common Core Standards, evidenced by the State Standards and District-wide assessments. In doing so, we strive to:

- Provide curriculum and instruction support to ensure an effective learning environment that enables the students to meet the State's Academic achievement standards
- Hold student-teacher conferences monthly to discuss individual student achievement
- Provide students with frequent reports on transcript review, and a letter of understanding
- Provide students with reasonable access to staff
- Ensure that students work at their pace
- Foster positive reinforcement is practiced at all times
- Encourage students to participate in extracurricular activities
- Reward students for achievement and completion of tasks

Family Asked to Provide Support by:

- Encouraging students to achieve educational goals
- Ensuring that students arrive at school on time, maintain attendance and complete homework
- Participating in decisions related to their child's education by staying informed about school requirements, and providing feedback as appropriate

Through reading and language arts, we will nurture our students' sense of common ground as present or future American citizens and prepare them for responsible participation in our schools and civic living. Our reading and English curriculum will emphasize writing as a vehicle for clarifying and communicating ideas. We will explore expository, narrative and expressive writing techniques. All students will participate in writing exercises, including those with special needs. We will employ computer programs, speech, and text technology.

Standards will provide students with the knowledge and skills needed for postsecondary education and the workplace. It is our goal to see the readiness gap close, through scores and certification approvals by national licensing boards. All of the preceding is achievable if our students master understanding, critical thinking, problem solving and communication. Our goal is to articulate and complement the standards with content rich curriculums that engage both students and teachers, allow for core subject and career based integrations, encourage creativity, and offer project based work experiences.

For students who are well below grade-specific standards, we will modify curriculums, use various learning aids, and utilize IT applications, subject-to-work experiences, field trips and other activities to spark seeds of arousal and content recognition. Our end game is to assure that every student leaves the school with high school credentials and the option of continuing educational pursuits at a college or undergoing examination for occupations that will permit her to secure a job with family-sustaining wages and advancement possibilities. We will hold all students to the same standards, but provide alternative ways for them to meet those standards. This way, we can make certain that no one leaves with empty credentials.

Additional Types of Standards are:

1. Workplace Readiness Standards – generic skills and qualities workers must have to learn and adapt to the demands of the workplace.
2. Program Specific Standards – address the knowledge and skills needed for a program or career focus.

B.3.2***Method of Instruction***

TACTE students are given a set of guides to help reacquaint them with the world of study. Weeks two through four of school will consist of basic literacy and numeracy skill building. Students will be guided through reading skills, comprehension skills, and basic math skills.

During this period, students will have their first experience with an integrated curriculum, a curriculum that will allow them to use industry terminology in basic learning exercises. The purpose of taking the new entrants through this process is to combat the fear of learning and adjust to new study skills. The outcome should be students who are more relaxed, confident and ready for a new learning journey at TACTE.

TACTE utilizes a variety of instructional methods to teach our students. Some of the teaching methods are described below:

- Direct Instruction or lecturing- Teachers will explain course content; share references, demonstrate examples and interpret subject through published documents. Each instructor has the latitude to use visual aids, games, and hands-on demonstration to help explain subject content.
- Demonstration – Instructors teach via examples, project-based experiments. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstrations also allow students to relate to the information personally. Demonstrations may help to raise a student’s interest, and reinforce memory retention as they provide a connection between facts and real world applications of those facts.
- Collaboration- Collaboration allows students to have an active role in the learning process. Students verbally communicate their point of view with classmates and instructors. The value of this process is that it allows the establishment of a personal connection between students and the topic. This method of teaching builds and strengthens students’ abilities to work as a team, serve as a leader, and make presentations.
- Learning by Teaching-This is best demonstrated by role playing or student-lead teaching activities. Students who teach others as a group or an individual must study and understand the subject well enough to teach it to others. Students participating in this method gain self- confidence and strengthen speaking and communication skills.

The pedagogies discussed above allow instructors to employ various methods of instructions to help students achieve the level of understanding, proficiency, and skills necessary to become productive citizens. Our core content instructors will continue to work closely with our career pathway trainers to integrate subject matters in all classes so that students understand relevance and association.

As discussed in previous sections, TACTE seeks to shrink the career un-readiness gap and graduate students who are career and work ready. Our graduates will have the option to pursue a post-secondary education or enter the field of work. Some programs require six- month (160 hrs.) training while others require up two years (1500 hours). We require academic testing, and practical examinations before sitting for nationally recognized board examinations.

B.3.3 Resources and Instructional Materials

TACTE will use its 2017-2018-development period to establish the following activities as listed at Subpart 3 - Local Innovative Education Programs, Section 5131(a), U. S. Department of Education. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/pg60.html>

- “Professional development activities that give our teachers, principal, and administrators the knowledge and skills to assist students in meeting challenging academic content standards
Direct Instruction or lecturing- Teachers will explain course content; share references, demonstrate examples and interpret subject through published documents. Each instructor has the latitude to use visual aids, games, and hands-on demonstration to help explain subject content.

Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel regarding the effective use of technology in the classrooms

- The acquisition and use of instructional and educational materials, including academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement and that are part of our overall education program
- Programs to improve the academic achievement of educationally disadvantaged secondary school students.”

B.3.3 *Assessing Learning*

Student Progress and Assessment

Assessment of student progress at the end of each benchmark stage is necessary both to evaluate program quality and to ensure the smooth transition of students from one stage to another. We measure student progress by a combination of achievement testing (traditional testing measuring knowledge of a particular body of material taught in the classroom) and proficiency testing (open ending testing that gauges the ability to function in real life situations). Interviews with students, videotapes, checklists, and portfolios are some of the most useful methods for determining student proficiency. Assessment is critical in the planning and implementation of quality and appropriate instruction for assuring academic excellence.

We employ multiple instruments, including commercial products, to assess student writing and reading level. Teachers will maintain and analyze work through:

- Open-ended quizzes requiring students to provide answers, which include higher order thinking, writing and independent thought to show authentic comprehension
- Compilation and maintenance of logs noting student progress by the teacher and student throughout their studies
- Intensive conferencing between instructors and students to assess the individual strengths and needs. Student-led parent conference makes the student responsible for answering parent questions and concerns about learning
- Sharing of portfolios by students with their parents, including insight into the reason for assigned grades,

Instructors Benefits

- Information gleaned from assessments results in course content changes and greater learning and satisfaction for the student
- Improved teaching arising from monitoring that leads to new and different ways of presenting material
- Positive re-enforcement for faculty. Learning is ongoing as opposed to semester end

Student Benefits

- Increased ability to self- assess knowledge and skills
- A positive effect in the classroom

B.3.4 *Promotion Requirements*

Progress and Graduation Plans

All TACTE students will maintain plans, which will keep them apprised of classes necessary for completion, the length of the class, and the level of CTE integration required. Students will be able to track their progress and seek an opportunity to accelerate their study or request additional assistance.

According to the District of Columbia Public Schools, guidelines for promotion of students follow the 23.5 guidelines. TACTE has adopted the same guidelines for its high school learners. The information below was extracted directly from academic graduation requirements of DC and adopted by us.

Academic Graduation Requirements for DCPS 23.5 Diploma

“To receive a diploma in DC, students who enrolled in 9th grade for the first time between School Year 1992-1993 and School-Year 2006-2007 must earn 23.5 credits (or Carnegie Units) as follows:

Subject	Credits (Carnegie Units)
English	4.0 credits
Social Studies (to include DC History, World Geography and US Government (each .5 credits), US History and World History (each 1 credit)	3.5 credits
Science (including at least 1 lab science)	3.0 credits
Mathematics (including Algebra I)	3.0 credits
Health & Physical Education	1.5 credits
Career/Vocational Education	1.0 credits
World Languages	2.0 credits
Art	0.5 credits
Music	0.5 credits
Electives	4.5 credits
Total	23.5 credits

- Students qualifying for the evening program high school diploma are not required to take the 1.5 credits in Health and Physical Education.
- All students must complete 100 hours of community service to receive a high school diploma.”¹⁸

High Equivalency Requirements

The Office of Superintendent of Education, in the District of Columbia, has determined that “the GED is a four-subject high school equivalency test that measures skills required” for high schools and colleges. The four subjects are Science, Social Studies, Math/Reasoning and Language/ Reasoning.

¹⁸ Retrieved from www.dcps.dc.gov/graduation

The new passing rate to obtain a GED Certification is 145 for high school. The College Readiness Performance score is 165-174. State and local governments strictly govern all CTE Certificates of Completion.

B.4 Support for Learning

B.4.1 *School Culture*

TACTE's school culture is one of support and respect for all students. Our students are motivated to learn, to obtain industry certified job skills, to aspire to change their present outlook. Students do so through industry related dialogue, field trips, integrated career technical curriculums and accelerated academic curriculums. Life coaches and community partners provide assistance from the point of enrolment to graduation. Our program engages students who desire an educational experience and a sustainable future to chart a path for achieving those objectives. Our student population will not only include students at risk but will include those that are English learners and individuals with disabilities. We will accomplish this through hard work and by employing the following objectives:

Presenting a well-defined, clear and inspiring vision that aligns with our mission;

Linking our vision and mission to our curriculum, modes of instruction, assessments and learning opportunities, and tailoring them to the needs and interests of our students;

Allowing for sufficient time for teachers and students to do their work well;

Developing and maintaining a keen focus on student and teacher learning, with continuing school-wide conversation and evaluation of the quality of everyone's work;

Promoting close, supportive teacher-student, teacher-teacher, and student-student relationships;

Offering a myriad of opportunities and venues for creating school culture through discussion of fundamental values, the importance of accepting responsibility, and coming together as a community to celebrate individual and group success;

Establishing leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adapting to change;

Ensuring data-driven decision-making based on timely, accurate, qualitative and quantitative information about our vision and sophisticated knowledge about organizational change;

Encouraging unwavering support from students' family; and,

Providing District flexibility and support for multiple school designs, visions, missions, and innovations.

Our environment is designed to prepare students for post-secondary education or to enter the world of work. Each career path requires the student to be focused, motivated and self-disciplined. We will provide learning and social activities to allow students the flexibility of discovering and cultivating their talents. TACTE's adult modified curriculum allows students to advance at their pace without discouragement. Our life coaches and teaching staff view their primary purpose as working with our students--helping them to further career goals. No one will be left behind.

We seek industry-certified instructors and certified classroom teachers to lead our students to success. These individuals will teach using the integrated CTE I-Best curriculum model. We are particularly interested in professors and instructors who have experience working with an adult population. These teachers understand the importance of taking into consideration the views and personal needs of the adult learner.

Our teachers structure classroom time to include face-to-face instruction as well as computer-related training. Students are encouraged to review course content online and test their level of comprehension as many times as warranted. Our classroom staff is always available to assist students that may require additional support. We will provide continuing and ongoing training to our faculty to ensure that they know the latest techniques and best practices for training the adult student learner.

Systems, Traditions, Policies and Symbols that will Give Our School Its Identity

The best-planned goals fail if no one shows up to perform them. Attendance expectations and graduation requirements will be discussed and displayed throughout the school. Weekly, students will have access to attendance reports and performance reports so that they may track their progression along with the instructional staff. Students and instructional staff will meet weekly to review students' performance and expected benchmarks. In addition to instructional staff, the life coach is equally significant in the life of students. The coach must show empathy, have a clear understanding of where the student is and where they should be. The coach must develop a level of trust so that the student feels comfortable in sharing what additional resources might be needed or what obstacles might be hindering his progress. We expect this educational relationship between student and staff, built on trust, to lead to problem-solving and long-term success.

To ensure students academic success, we believe that the first key is engagement. If students can see an expected goal, they can achieve it. TACTE will have an attendance board that the entire school community can see. Students as well staff can track each student's attendance and days required to meet graduation. Students are rewarded for meeting attendance goals. This practice supports reciprocal inhibition, which relaxes the students' anxieties and stimulates them to positive actions.

As mentioned previously in this section, TACTE students will receive periodic reports. The reports will contain students' attendance and academic progress. They will know where they

stand and what's left to meet their goal. Students who are not on target can request additional assistance.

Students who have successfully attended class regularly can attend career opportunity chats. The chats are offered weekly and are a vehicle for our CTE community partners to share trade information; trends, salary expectations, and industry demands. Many of our technical programs will offer practical classes so that students can apply skills learned under the watchful eye of our CTE partners. These offerings promote student engagement, confidence, and understanding of how theory applies to real life work environments.

Progress and Graduation Plans

All TACTE students will have a plan that will keep them apprised of classes necessary for completion, the length of the class and level of CTE integration required for successful completion of an academic study. Students will be able to track their progress and to seek the opportunity to accelerate their course work or to seek additional assistance.

Student Tracker System

TACTE will implement the same modified tracking program used by Higher Development (HD) Academy. HD Academy's student tracker warehouse database provided student information regarding telephone number, address, age, the area of CTE discipline, educational track, attendance, and academic progress. Various attendance and progress reports are pulled weekly to monitor a student's level of participation and progress. HD Academy used this tool to file reports with its agency partners. TACTE will use the same tool to communicate to DCPCSB.

Student Engagement Agreement

Students participate in a pre-career and college fair. Professional industry representatives will be available to speak with students and share employment guidelines and expectations for new employees. Local and State college recruitment officers will be present to discuss career majors, financial aid, and registration requirements.

Creating a Positive Learning Environment for all TACTE students

Guides provided to students helps to reacquaint them students with the world of study. Weeks two through four of school will consist of basic literacy and numeracy skill building. Students will be guided through reading skills, comprehension skills, and basic math skills. During this period, students will have their first experience with an integrated curriculum, a curriculum that will allow them to use industry terminology in basic learning exercises. The purpose of taking the new entrants through this process is to combat the fear of learning and adjusting to new study skills. The outcome should be a student who is more relaxed, confident and ready for a new learning journey at TACTE.

Student Policies and Procedures

At the time of enrolment, all students will be given student handbooks that contain student rights, privileges, and responsibilities. Those rights will include a discussion of entitlements under the IDEA and Section 504 of the Rehabilitation Act of 1973.

TACTE administers disciplinary action with a focus on prevention and responsive interventions, which support the needs of adult learners. We provide interventions and remediation strategies in addition to disciplinary consequences. To support appropriate school behavior, we include staff, student and family members in our disciplinary processes. Our disciplinary decisions will lead to the respect of individuals, a balance between the interests of the school and community, and minimal disruption to academic instruction. We will provide fair and consistent approaches in administering discipline, which is appropriate, logical, therapeutic and instructive. We expect each adult learner to conduct him/herself maturely within the school environment. Even off site, we want our students to understand that they are representatives of TACTE and to conduct themselves appropriately at all times. Self-discipline will be encouraged and emphasized. Families will be expected to assist in guiding and directing students on appropriate behavior.

Disciplinary matters are handled through a multidisciplinary and interdisciplinary team and will include student and family involvement.

Expulsion

TACTE will only consider expulsion from its school if the student is a poses a threat or safety issue to others. If a student brings a firearm or weapon of any sort to the school facility, provoke an altercation or threaten the safety of our school, then and only then will the disciplinary board consider removal.

The administrative staff will call 911 for students in need of medical attention. We will follow IDEA regulations in dealing with students with disabilities.

Cell Phones and Electronics

Cell phones and electronics use are prohibited during class time.

Dress Code

All students are expected to groom themselves neatly and appropriately for school and related activities. Students will be encouraged to dress for the world of work.

Discrimination and Harassment

TACTE PCS provides an environment that encourages academic stimulus and bans discrimination and harassment of any sort and at any level. Students are required to report violations of their rights within a 24-hour period. Upon receipt of a report of violation,

TACTE's grievance committee will review the allegation(s) and determine the extent of an investigation. At the conclusion of a thorough investigation, the grievance committee will submit a report to the company's Chief Operating Officer (COO), who will make a final determination on the matter. The grievance will not be placed in the complainant's individual permanent file.

Discrimination is noted as unjust or prejudicial treatment of different categories of people or things based on race, age, sex, religion, or making a distinction in favor or against a person on something other than merit.

If a student or employee believes that TACTE has discriminated against him/her on the basis delineated above or that the school has run afoul of Title IV or IX in any other respect, the individual may file a claim of discrimination or harassment. TACTE is committed to taking steps to address the student grievance in a fashion and time that will not hamper or compromise the student's academic progress.

If possible, students are expected to resolve problems themselves. If unsuccessful, they should seek assistance from classroom teachers or their aides. If the matter has not been resolved to the student's satisfaction, within 24 hours of the alleged incident, the student must file a grievance with the Dean of Education or Administrative Manager.

Students who believe they have a cause of action under the Individuals with Disabilities Education Act (IDEA) or The Americans with Disabilities Act (ADA) can file a grievance with the school's representative or request a hearing with the Office of State Superintendent of Education. Students are granted a fair evaluation, identification education program, or placement. Students may participate in and be represented by an attorney at the hearing.

The following are examples of the type of grievances permitted:

- TACTE has failed to provide treatment promptly;
- Part or all of a service treatment outlined in the student's IEP or 504 plan has not been presented;
- A service or treatment previously approved has been altered or denied

Outcomes

The grievance committee cannot substitute its judgment about the quality of a student's academic performance for that of the instructor. Therefore, it cannot assign grades. The grievance committee cannot substitute its judgment about the quality of a student's academic performance for that of the instructor. Therefore, it cannot assign grades. The committee can change grades of "F" to withdrawal. Any student who fails a final comprehension exam can petition the school for a second opportunity.

Criminal Convictions

TACTE's EMT program applicants are required to submit to a police background review. Individuals with a felony conviction may not be eligible to enroll in the program. Certain offenses may disqualify applicants from the EMT program. One category is serious violent crimes against persons (e.g., assault and battery with a dangerous weapon and aggravated assault. Another category is crimes against property (embezzlement, insurance fraud, and grand larceny); and distribution of controlled substances of Schedule I drugs through Schedule V drugs of the Dangerous Substance Act. On a case-by-case basis, further consideration of applicants and charges might be granted.

B.4.2 Structure of the School Day and Year

TACTE students attend school year round. Opening date for our students is August 27, 2018. There are three new teachers training dates in August and an additional five professional training days for everyone. Our regular school day begins at 8:45 AM to 3:15 PM. We recognize the following Federal holidays:

Labor Day
Columbus Day
Veterans Day
Thanksgiving
Christmas

New Year's Day
Martin Luther King, Jr. Day
Presidents' Day
Emancipation Day
Memorial Day

**TACTE
2017-2018 School Calendar**

September 2017							October 2017							November 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

December 2017						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
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February 2018						
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March 2018						
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April 2018						
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May 2018						
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June 2018						
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July 2018						
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August 2018						
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September 2018						
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October 2018						
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November 2018						
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December 2018						
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30	31					

Color Code Guide

Green-Teacher Collaboration

Red-Holiday

Yellow-Planning

Pink-Professional Day

White-Instructional

Unless inclement weather or other matters beyond our control prohibits us from opening, our doors will be opened. We will execute 193 days of classroom instructions. If inclement weather or other circumstances cause us to remain close, we will plan makeup sessions to account for missing time.

Like many other adult education facilities, we recognize that lengthy school schedules and deferred employment dreams are a significant deterrence to the adult learner. Most of our students live in economically depressed areas and need immediate educational assistance from day one. Recognizing these challenges, TACTE founders chose to adopt an integrated, accelerated creative adult education plan that will engage students and help them earn a high school diploma, GED, industry-certified skills or postsecondary education. Students will simultaneously earn credits for graduating credentials and career skills. Our schedule will include nine weeks cycles, eight weeks of instruction and one week of review. Classroom blocks will be extended to 3-hour blocks with 15-minute breaks, a contrast to the standard 15-week semester. The integrated, accelerated schedule will allow our students to learn at a faster pace and move forward to the next level. Students must attend a minimum of 4 hours each day in formal classes and unlimited time in computer labs. We will request approval for a deviation of the 6-hour mandatory classroom requirement from the District of Columbus Board of Education and The Office of the State Superintendent of Education.

We will follow other integrated accelerated program schedules and operate five periods a day. Each session consists of 90 minutes of instruction or 7.5 hours per classroom time. On Fridays and specific Saturdays, students will take part in CTE practical's and community service events. Students' participation in sessions yields credit that counts toward required graduation hours. They can also earn additional credit from completing independent projects. If full-time, a student can earn up to 5.5 credits per time. Part-time students can earn 3.5 credits. We expect most students to graduate from TACTE in two years or ten 8-week terms.

TACTE will support non-structured physical activities. We will provide fitness facilities and a performing art group to promote plays and musicals during non-classroom time.

The School Week Outlook

TACTE offers four days of classroom instruction and one day of lab/practical's per week. Students can work directly on CTE activities on Fridays or work in the computer lab performing simulated CTE exercises. Fridays are also available for teacher conferences and meetings with life coaches. See sample schedule below.

Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Announcements/ Review	Announcements/ Review	Announcements/ Review	Announcements/ Review	Announcements/ Review
1 st period	Integrated Math	Integrated Math	Integrated Math	CTE
2 ND period	Same	Same	Same	CTE
LUNCH				
3 RD	Integrated Science/biology	Integrated Science/biology	Integrated Science/biology	CTE
	LAB	LAB	LAB	CTE
4 TH	Integrated Language/Arts	Integrated Language/Arts	Integrated Language/Arts	CTE
	LAB	LAB	LAB	CTE
	Break	Break	Break	
5 th	Humanities	Humanities	Humanities	CTE
6 TH	CTE	CTE	CTE	CTE
Resource lab				
Open until 7:00 P.M. Daily				

Plan for Professional Development 2017-2018

In designing a school that has high expectations for all students, we recognize the importance of setting high and demanding standards of performance not only for students but also for teachers, administrators, and staff. Our ability to successfully fulfill the school's mission depends, in part, on the investment we make in the development of our teachers and administrators. Our professional staff will take continuing education courses to stay abreast of best practices for development of IEPs, for serving students with disabilities and those for whom English is a second language. We are committed to ensuring that teachers, CTE instructors, administrators and staff members have the knowledge, skills, time and administrative support needed to deliver optimal service to the TACTE student body.

We will meet these objectives by implementing the following steps and strategies:

Action Steps

- 10 days of equivalent resources by the small learning community for teachers; 5 days per paraprofessional;
- 5 days of equivalent resources for teachers – by individuals in collaboration with the principal or designee;
- Paraprofessional-by a representative group of paraprofessionals in collaboration with the Community Professional Development Centers;
- Non-Instructional Staff – by a representative group of non-instructional staff in collaboration with the Community Professional Development Centers;
- 1 days of equivalent resources – resources equivalent to two (2) days to provide for collaboration periods for teachers, which will be coordinated by each small learning community

Strategies:

1. Individual Professional Development Plan (IDP)

After consulting with a principal or a professional development coordinator, each teacher will develop an Individual Professional Development Plan that outlines how the plan supports student achievement and how the time will be used. The professional development coordinator will develop lists of possible activities and use of resources (e.g., observe effective teaching practices at other sites, participate in teacher networks, participate in staff development programs, participate in peer collaboration activities) and make that information universally available.

2. Provide effective mechanisms for universal access to professional development resources

TACTE will access the District of Columbia Public Schools Teaching and Learning Network and the Office of State Superintendent of Education. Through the Teaching and Learning Network, we will locate resources (e.g., professional materials, commercially produced instructional materials, educational technology) to use in conducting workshops and study

groups. The Professional Development Coordinator will take the lead on these projects and do the following:

- Assist staff in small learning communities to identify, observe, practice and receive feedback on good teaching and learning practices;
- Be a resource for curriculum, instruction and assessment strategies;
- Support/facilitate articulation between school levels for both instructional and student support issues;
- Facilitate/coordinate/conduct teaching and learning network programs, services and activities

3. Provide specific professional development opportunities – some ongoing, some transitional, targeting identified needs for action plan implementation

New Teachers

TACTE will provide new teachers who lack experience working with students at risk and students who previously dropped out of school, training, and support to ensure their effectiveness in the classroom and high-level student achievement. New teachers will work with a mentor who will serve as a coach and “critical friend.” The mentor will work with the new teacher to design an IDP, which will be reviewed and approved by the principal. Other instructional support persons will provide in-class support and follow up for new teachers.

Small Learning Communities

TACTE will develop and implement a comprehensive ongoing training program for professional development leaders in support of our commitment to provide effective and job-embedded support. Again, we will pull resources from the Teaching and Learning Networks. The program will be designed to meet training needs of different participant groups.

4. Provide ongoing, sustained, high-quality professional development in the areas of technology

To enhance the efficient use of technology by teachers, principals, and administrators, we will not reinvent the wheel. Rather, we will use insights, research, and resources already in place and examined by others. See for example insights and information developed by Scholastic, Marilyn Burns, Do the Math: Aligns to Enhancing Education through Technology Criteria:

- " Objective 1.1: Maintain quality technology in all areas;
- Objective 2.2: Provide assistance to teachers through facilitators in specific areas;
- Objective 3.2: Maintain the technology helpdesk;
- Objective 3.3: Provide software for use in monitoring student work on the network;
- Objective 3.4: Provide assistance in planning lessons making effective use of technology.
- Objective 4.1: Provide information and training for staff on current and future technology;
- Objective 5.1: Make training available;

- Objective 5.2: Participate in teacher technology competencies certification process;
- Objective 5.3: Provide conference-based video training for professional development;
- Objective 5.4: Keep staff members aware of what's new and what's working"

Leading Indicators

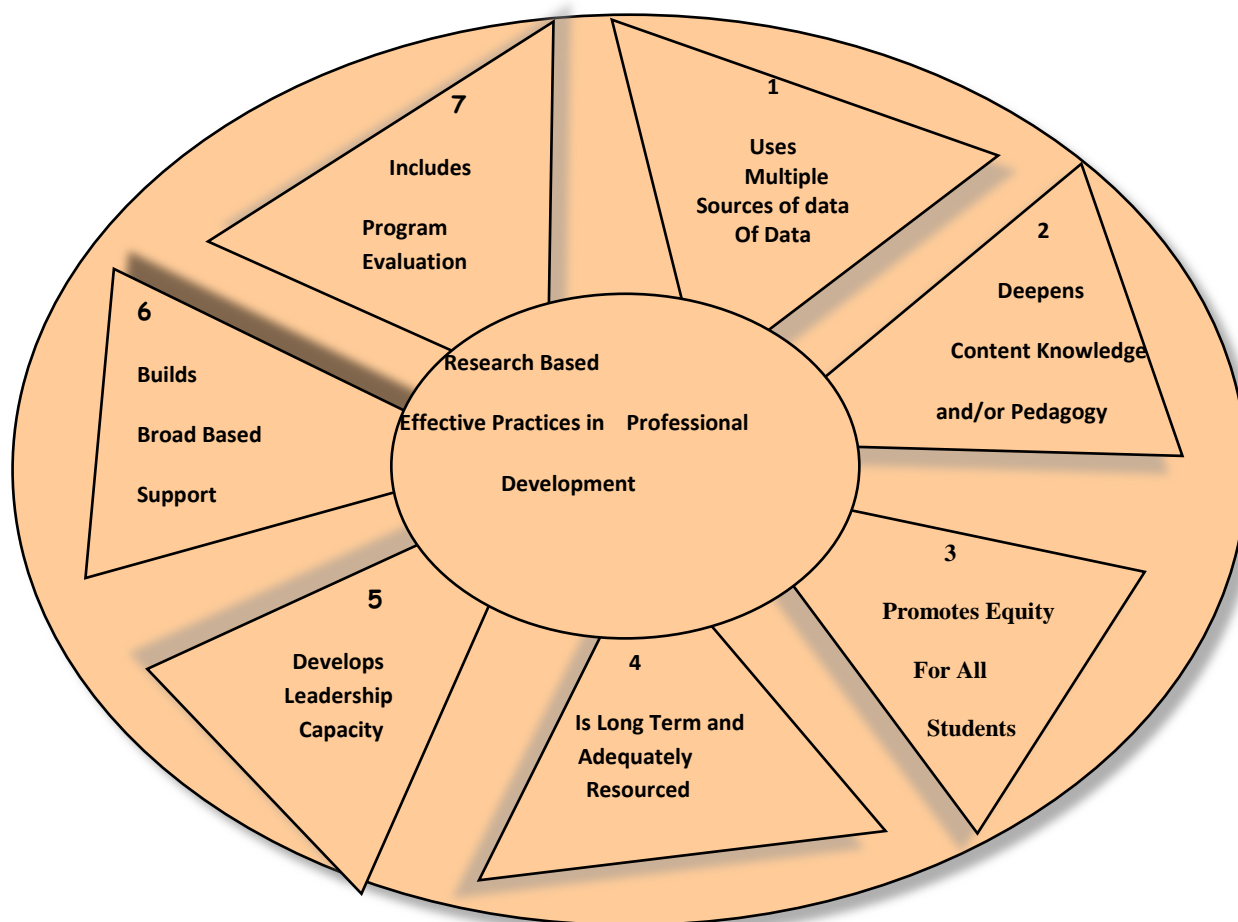
Working with Teachers, Parents, and Community

We understand the importance of aligning instructions to alternative adult curriculums that meet Common Core Standards.

We will also reach out to parents and community members for support and feedback. Specifically, we will do the following:

- Provide professional development for teachers and principals so that they are familiar with new standards and can help our students meet those standards;
- Provide professional development for staff and teachers to ensure that we work together to support student learning;
- Establish a study group of teachers and administrators to explore various programs for developing thinking skills of at-risk students;
- Provide professional development opportunities to help teachers incorporate thinking skills and effective learning strategies into the curriculum;
- Help teachers appreciate the strengths, experiences, and cultures of their students to make the classroom as comfortable as possible for all students;
- Develop structures for involvement that encourage family participation in our school;
- Establish a priority for teaching advanced thinking skills to all students;
- Acknowledge that students employ multiple, intelligent ways of thinking;
- Recognize that many at-risk students benefit when instruction includes a diverse set of experiences;
- Develop a curriculum that provides for multiple ways of learning and knowing;
- Involve students in planning, organizing and evaluating their learning;
- Initiate portfolio assessments to enhance student engagement and self-monitoring;
- Use integrated instruction to design in-depth learning around larger units;
- Give students a longer timeframe to construct meaning by working with specific content and ideas, and by drawing from a broad range of activities and resource materials;
- Establish cooperative learning and partner work in the classroom so students can learn with and from each other;
- Participate in professional development programs that examine the nature of learning

Professional Development Plan



B.4.2

Family Involvement

To improve and enhance student academic achievement we will establish and maintain a partnership with the family to ensure that students achieve high academic standards. We will:

- Provide high-quality curriculum and instructions in a supportive and learning environment—an environment that prepares students to meet the State's academic achievement standards;
- Hold monthly student-teacher conferences to review individual student results;
- Allow students to conduct frequent reviews of their transcripts and their letter of understanding;
- Invite families to visit classrooms, participate as volunteers and even mentor students, as appropriate.

We will conduct regular outreach efforts throughout the city to engage with parents, using the telephone, direct mail, e-mail and special programs.

B.4.4 Community Participation

Our research shows that more than eighty (80%) percent of our students will fall in the low income and at-risk category. We have formed partnerships to help meet the needs of our challenging population:

- University Partnerships – Students from local universities will visit TACTE PCS as practicum students. Our students will have an added advantage of interacting with other adults in a classroom setting and will be introduced to 21st century best practice teaching practices.
- Family Partnerships – As mentioned earlier, we recognize the importance of family involvement in the educational process. With that understanding, we have allocated positions for various family members on various committees and support networks. Family members will serve as volunteers in the classroom, organize and participate in annual events, such as TACTE’s health fairs, wellness seminars, various social workshops, and seminars. They will also assist with activities sponsored by the art club and drama club, including fundraising. Because we expect to enroll students with English as a second language, we will ensure that we include members of these students on various committees or teams.
- Community Partnerships –We have identified community service and mentoring organizations to provide volunteer hours in mentoring our students and assisting them with career planning. We are particularly proud of our relationship with the DC Association for Career and Technical Education (DCACTE), a major career technical education professional and community organization. DCACTE volunteers will provide time and service to our school and serve as a vital link to the community for our students.
- Corporate Partnership –We recognize the importance of leveraging public-private partnerships and will work diligently to team up with businesses that have major footprints in the city. Such relationships will assist our efforts to close the achievement gap by providing monetary resources but leadership, technical expertise and a variety of in-kind contributions. Our partnership base should help to increase students’ curiosity beyond the classroom. We are currently seeking partners who meet the following criteria:
 - Stay-in-school partnerships designed to improve motivation and attitudes that will result in increased attendance and reduced dropout rate;
 - School health initiatives on nutrition, safety, and health fitness;

- Family support programs including parenting skills, family and community literacy, social services, school readiness and child care;
- The promotion of safe learning environments to help prevent substance abuse and violence and reduce vandalism; and,
- Community involvement issues including service learning and intergenerational programs

Our partners will have many opportunities to help us to effect long-term changes in our students. Extracurricular activities will include physical fitness, dancing, music, theater, and films, most of which will be spearheaded by our Performing Arts Department. Our community service program will involve students assisting with providing EMS seminars to the residents. Barbering and cosmetology class seniors will provide grooming services to senior citizens.

C. Management Plan

C.1 Founding and Leadership

Seven highly experienced individuals presently govern The Adult Career Technical Education Public Charter as founding Board members. The founding organizers and the Board of Directors (hereafter "Board") ensure that District of Columbia residents receives academic and technical skills that lead to high school credentials, postsecondary training, and economically sound lifestyles.

It is the Board's responsibility to serve as trustees of the public's interest. It governs the school with the highest standards of service and in line with its charter, by-laws, and relevant local and Federal statutes. It exercises all power not expressly reserved to the members of the corporation by law, the Articles of Organization or By-Laws. The board administers the business and affairs of the corporation. It sets policies and procedures, executes its fiduciary responsibilities, establishes performance standards for company executives, and oversees the physical plant. It is also responsible for filing tax-exempt status and ensuring compliance with non-profit requirements imposed by the 1995 School Reform Act of 1995, and with federal laws. It has identified potential management organizations and, in conjunction with the CEO, will determine the entity best suited to support TACTE's mission.

Currently, the Board includes three representatives of the founding group and community friends of the School. The President & CEO is an ex-officio; non-voting member of the board and her position does not count towards the seven board members. Pending the appointment of permanent members, the three founding members will serve on the board. Individuals from the

community were recruited based on their willingness to take a personal interest in the school and commitment to the vision of the founding group. Future Board members are selected in two ways and will have staggered terms one, two or three years. The corporation members will choose three qualified individuals for the board. Parents representing the community and school have a seat.

After the initial members have completed their term of service, succeeding Board Members will serve for three-year terms, except for those elected by parents of our students who will serve one- year terms. As required, at least, four of the Trustees will be residents of the District Columbia.

Immediately following notice of PCSB approval or conditional approval, the board will evaluate management organizations with proven track records in managing adult education and at-risk youth educational programs. It will work to ensure that the MO shares TACTE's mission, philosophy, and commitment to serve the community. Most importantly, the board makes certain that the MO has the level of managerial and educational expertise to assist TACTE in developing the school's curriculum and the professional development of its staff. The Board will review and evaluate services provided by the MO or any other organization, including curriculum and professional development plans. On 48 hours notice, the board can terminate an agreement(s) with the MO.

All board members have prior experience as educators, parents, business/management leaders and community activist committed to improving our educational system and career technical education.

C.1.1***Profile of Founding Group***

<u>Name</u>	<u>District Resident</u>	<u>Significant capabilities</u>
Deborah Hayman	Yes	Organizational Management, Higher Educational, CTE Educational, Career Placement, Grants, Management, Fiscal Management
Thelma Thompson	No	Higher Education, Fiscal Management, Organizational Management, Academic Instruction, Educational Management, Development and Research
Derek Davis	Yes	Organizational Management, CTE Industry, Education, Special Education
<u>Name</u>	<u>District Resident</u>	<u>Significant capabilities</u>
Stan Jackson	Yes	Organizational Management, Financial Management, Higher Education, Leadership and Economic Development
Rexie Yancey, Jr.	No	Policy Management, Education, Compliance, Special Education, Grants
Roberta Eaton	No	Organizational Management, Legal, Compliance, Policy
Robert Bobb	Yes	Legal, organizational and Management
J. Darrell Peterson, ex-official	No	Legal Counsel

Founding Board Members

Deborah Hayman is the Founding Director of TACTE and currently the CEO of Higher Development (HD) Academy, a career technical non-profit adult school. Following approval by the PCPSB, Ms. Hayman will serve as the President and CEO of TACTE and relinquish her title as President of HD Academy. For more than thirty- five years Ms. Hayman has proven her management and leadership skills as a business owner successful in the private sector and as a

non-profit community leader. During this time, she developed solid partnerships with world-class companies and public sector. Ms. Hayman holds a Master's Degree in Education and Post Graduate studies from Howard University. Ms. Hayman has extensive experience in research, grants, and contracts. Her expertise in these areas will allow TACTE PCS to aggressively pursue additional public and private funding beyond that offered by the Charter School's Board. Ms. Hayman completed Professional Management Studies at Amos Tuck School of Business at Dartmouth University. She was nominated for Who's Who Among Minority Women Owned Businesses, has received numerous awards, NAFEO Outstanding Alumni Award, and Performance Service Awards from various Fortune 500 companies. Deborah's involvement in District of Columbia organizations include:

- DC Association Career Technical Education Board President (2016)
- DC Association Career Technical Education Executive Director (2010-2016)
- National Minority Disadvantaged Supplier Council Member
- DC Minority Disadvantaged Supplier Council, member certification representative
- Ward Eight Civic member
- Howard University Minority Business Board
- Alpha Kappa Alpha Sorority, Inc. member
- WMAA UMES, Past President
- UMES National Alumni Association, 1st Vice President

Role in development, governance, and operation:

Serve as the President and CEO of TACTE. Oversee the entire school operation. Ensures that the school meets established timelines and benchmarks, fully develops and deliver its IT programs, including the recommendation of IT service contractors. Participates in purchasing supplies, equipment and learning materials, development of the Integrated CTE/I Best curriculum, and in the selection, renovation and design of the school's facility.

Thelma B. Thompson, Ph.D. received her early education from Bethlehem Teachers College where she earned a Bachelor's of Arts Degree in English (cum laude). She received a Masters of Art and Doctoral Degree in English Literature from Howard University. Dr. Thompson has taught school at all levels of education. She most recently served as President, University of Maryland Eastern Shores. She formerly served as Associate Dean and Professor of the University of the District of Columbia, and Vice-President of Academic Affairs at Norfolk State University. Dr. Thompson serves as an expert advisor in secondary education, organizational and management skills, including fundraising.

Derek E. Davis, a graduate of University of Maryland College Park, has over thirty years' experience as an educator for DCPS as a Special Education instructor and a Master Barbering Instructor. Additionally, Mr. Davis has owned and operated three businesses in the District of Columbia.

Mr. Davis has spent many hours promoting the industries growth and respect. Mr. Davis has served on many local and national committees with the intent of improving career technical programs for students with special needs. As the Chairman of the District of Columbia Cosmetology and Barbering Board, Mr. Davis is working on proposed Continual Education Units (CEU) for Professional Barbering and Cosmetology Licensing. Professional affiliations include; National Association for Education of Young Children, Congress Heights Neighborhood Association, Past and Present President of the District of Columbia Association of Career and Technical Education and Past President of the National Board of Barbers.

Role in Development, Governance, and operation:

Provide special education expertise, monitor, and develop CTE training programs, establish community CTE partnerships and identify long-term employment partners.

Stanley Jackson, Board Chairman, has served the District of Columbia government for more than 25 years. Stan served as the acting President of the University of the District of Columbia. He is a highly successful and effective leader with a broad understanding of current trends in higher education and the ability to interpret and communicate the University's strategic vision to the UDC family, community and beyond. He demonstrated the ability to focus on the academic and socio-economic needs of students while simultaneously building the quality of the faculty as the cornerstone of UDC's academic excellence. Stan also served as Chief of Staff to the District of Columbia Chief Financial Officer (CFO). In this role, he helped the District of Columbia achieve financial recovery by working with the CFO to guide the organization through the delivery of the fourth Comprehensive Annual Financial Report. The report received a clean opinion from independent auditors and featured a balanced budget for the fourth consecutive year and a \$241 million surplus, which enabled the District to return to Home Rule on October 1, 2001, when the city's elected officials had full authority to govern. Mr. Jackson was also instrumental in working with the CFO to assist the District in attaining bond-rating upgrades, ensuring a smooth budget process, and enabling the first Tax Increment Financing deal - the Spy Museum - to be accomplished.

Mr. Jackson Joined the District government in 1981 as a management analyst at the Office of Tax and Revenue (OTR), where he became division manager, chief tax enforcement officer, and head of Assessment Services Division. From 1995 until his appointment as Chief of Staff, Mr. Jackson served as OTR's Director of Customer Service Administration. As director he was responsible for planning, directing, implementing, managing, and monitoring the organization's customer service operations. Due to his efforts, customer service outreach grew significantly during the yearly tax season, and real property and delinquent tax information became more visible.

Throughout his tenure at OTR, Mr. Jackson was instrumental in designing and implementing a number of innovative programs to increase tax revenues for the District. As Chief of the

Assessment Services Division, he conducted the annual Real Property tax sale and implemented the Tax Lien Securitization Program. As the Chief Tax Enforcement Officer, he was responsible for developing and implementing the Unclaimed Property Program and the Central Collection Program.

Mr. Jackson received a bachelor's degree from the University of North Carolina at Fayetteville, has done graduate work in business administration at Howard University, and completed a senior executive training course at Harvard University's John F. Kennedy School of Government. He is a member of several professional organizations including the National Association of Black Public Administrators, the National Association of Tax Administrators and the Howard University Advisory Board for Public Policy.

Role in school development, governance and or operation:

Serves as Board Chairman. Oversee all operations and management of both school and board development.

Roberta T. Eaton, Board Secretary, is the President & CEO, Contracting & Business Integrity Solutions. She retired from the federal government after 32 years of service as an attorney at the Department of Defense (DoD) and as an Assistant United States Attorney for the District of Columbia.

While at DoD, Ms. Eaton served as General Counsel of the Defense Contract Management Agency (DCMA). DCMA provides the Army, Navy, Air Force, Marine Corps, and other Defense Agencies with contract management services in peace and war. As General Counsel, she managed attorneys in offices located across the United States and in six foreign countries. She was responsible for delivering legal advice and services on acquisitions, contract management, labor law, criminal law, environmental law, and ethics. She was in charge of all agency litigation.

Before her work at DCMA, Roberta served with distinction as primary legal counsel to two Defense Logistics Agency (DLA) major subordinate commands of the Department of Defense. During that period, she also served as the Suspension and Debarment Official (SDO) for a part of the organization that bought and managed over 4 million items of material and administered over 360,000 prime contracts valued at more than \$120 billion. As the SDO, she suspended or debarred non-responsible contractors from doing business with the government for violating criminal laws or ethical standards. She regularly participated in meetings with corporate ethics officials to educate them on government expectations of corporate integrity and suggested programs they might use to demonstrate corporate stewardship. Her speaking engagements included appearances before the Defense Industry Initiative, the American Bar Association, the Federal Bar Association, the National Conference for Women Government Contract Professionals and various defense agencies.

Ms. Eaton is a member of the District of Columbia Bar and its Government Contracts and Litigation Section. She received her law degree from the University of Illinois, School of Law and her undergraduate degree from Alabama A & M University. During her career with the Federal government, Ms. Eaton received numerous awards, including the Presidential Rank Award, an award received by fewer than 6% of all career senior executives

Role in school development, governance and or operation:

Provide internal ethics and legal compliance during the school's development and operational phases. Develop and train the board and TACTE personnel on ethics and compliance. Ensure the school files and comply with any and all legal requirements mandated by the District of Columbia and or the Office of Superintendent of Education.

Rexie Yancey, Jr. has extensive experience in compliance regulations with the District of Columbia Charter Schools. For more than ten years Mr. Yancey worked as a Manager of Compliance and Monitoring for OSSE. His oversight included special education programs for both District of Columbia Schools and Public Charter Schools, including special education and handicap accessibility requirements.

Rex was responsible for grants exceeding 40 million dollars. He reviewed and approved funding for Special Education Programs operated by local agencies in the District. He also managed the financial review of the IDEA Part B grant.

Recently, Mr. Yancey worked with Friendship Public Charter School as manager of certain program components for grade K-12. The components included the following: student support services, special educational counseling, guidance, intervention, truancy prevention, transportation homeless services, and student transfer processes. He monitored and managed student attendance, student discipline and suspensions and expulsion to ensure that services comply with district, state and Federal requirements.

Role in school development, governance and or operation:

Monitor TACTE's compliance with IDEA, part B, Academic functions and administrative functions related to special education, attendance, discipline, truancy, and expulsion.

Robert Bobb

Most recently, Robert served as the Director of the District of Columbia's Children and Youth Investment Trust and founder of the Robert Bobb Group. Robert has more than 35 years' experience in both private and public sector, His skills in executive management were demonstrated as the District of Columbia's Deputy Mayor, Chief of Staff and the Board President of the District of Columbia Public School Board. He is nationally recognized for work as the Deputy Mayor, City Manager of Oakland California and his appointed position as the Emergency Financial Manager for the Detroit Public School system. His career has such wide-

ranging achievement, which earned him the prestigious International City Management Assoc. L.P. Cookingham Award for Career Development and four ICMA Innovation Awards.

Role in School development and governance and or operation:

Oversee the complete operation of TACTE ranging from staffing, organizational structure, and management to fiscal oversight of TACTE's budget responsibilities. Lending guidance in all areas of school management and professional development training.

J. Darrell Peterson, Esquire

Mr. Peterson serves as corporate counsel to TACTE. He has over 31 years experience as a corporate, state and federal practicing attorney in the District Metropolitan Area.

Role in development, governance and or operation:

Serve as legal counsel.

C.1.2

School Leadership



Key Administrative Leaders

It is the primary responsibility of the TACTE Board of Directors to maintain complete control of TACTE business matters. Regardless of agreements with third party service providers for organizational, fiscal or educational management, the Board will maintain full authority over school operations. It will oversee all policy decisions and development, community engagement, CTE partnerships and other management activities.

Key Administrative Positions – Chief Academic Officer

The Academic Officer will report directly to the President and CEO of TACTE. The Dean will manage day-to-day operational duties, which include both advisory and academic functions. The Dean oversees planning, academic and career technical education goals. As such, s/he has a clear understanding of TACTE mission and wholeheartedly embraces its underlying philosophy. The Dean will ensure that all teachers and CTE instructors use the integrated curriculum and meet target educational goals. Primary functions include supervising and managing faculty and staff, creating and maintaining a safe environment and managing fiscal matters responsively.

The Administrative Division will also include lead teachers who will share school management and instructional responsibility. One lead teacher will also coordinate the Career Technical Educational functions, and work in close collaboration with our industry community partnership representatives, post-secondary representatives, and our employment placement counselors. The second lead teacher will coordinate the student engagement and support functions of the school. She will provide hands-on leadership and academic guidance to coaches, faculty and administrative staff. The ultimate objective is to ensure students receive all the assistance required to meet or exceed their educational and personal goals. They both will assist in all of the identified areas. TACTE's initial staff will consist of six teachers, six CTE instructors, and an academic coordinator. Instructional positions will implement the educational goals outlined in TACTE/ I-Best modified curriculum. CTE instructors coach, provide life skills assistance and help students develop career pathways and college transition. Two educational teachers work with the schools Special Education Teachers and Coordinator, as well as the ELL specialist. The school's budget and organization charts list other positions.

Presently, the Board of Directors has sought applications from prospective key personnel and held initial interviews. The positions to be filled upon notification of approval status follow:

- Academic Coordinator
- Lead CTE Instructors
- Lead Classroom Instructors
- School Finance Officer
- Human Resources Director
- Curriculum Specialist
- Career/Workforce Development Specialist
- Business Manager/ Facilities Coordinator

The Lead Administrative, Instructional Team, and Support staff performs the following duties:

IMPLEMENT CTE INTEGRATED I-BEST CURRICULUM

Professional Development related to the CTE Integrated I-Best curriculum model
Provide curriculum maps and lesson plans based on the I-Best Integrated CTE curriculum
Develop Life Coaches, Career Placement Counselors and support staff
Develop all curriculum materials, including lesson plans, course scope, and student progression plans
Professional Development for administering assessments and training on student scheduling

PERFORMANCE MANAGEMENT SERVICES

Develop a network system that includes student data, cross tabulation, multiple data sources, detailed reports, and data analysis
Personnel Training related to operating the tracking system
Professional Training on analyzing data
Development and provision of digital data dashboards for access in classrooms and administrative offices

SPECIAL EDUCATION MANAGEMENT SERVICES

Screen Special Education teachers
Participate in the interviewing process
Evaluate teacher applicants and provide comments

ACCOUNTING SERVICES

Train accounting personnel in compliance and statutory reporting practices for District of Columbia Public Charter Schools.
Bookkeeping
Accounts payable and account receivable provisions
Procurement of supplies materials and contracts
Billing and collection
Establish and follow enforcement of adequate internal accounting controls, including sufficient segregation of duties
Employee payroll services including tax withholdings, reporting and payment
Procurement of Insurance
Develop and maintain solid banking relationships, accounts and related resolutions depository and signatory authorizations and account management services
Establish and manage budgets

INFORMATION TECHNOLOGY SERVICES

Prepare purchase/orders, set up computer and network hardware
Make purchase/orders and install service application software
Prepare purchase/orders and install printers, fax machines and telephones
Set up all administrative, student network accounts
Server configuration
PC configuration
Web Design, based on curricular needs and other school network requirements
Troubleshoot and resolve initial set up issues
Provide routine maintenance
Install and support testing software
Maintain a relationship with a help desk support provider

FACILITIES SERVICES

Maintenance and upkeep of the facility
Procurement of janitorial supplies
Contract facilities services
Contract security services
Development and execute an emergency preparedness plans
Management of building inspections
Minor maintenance of facilities

MARKETING SERVICES

Establish a school logo
Develop marketing materials including brochures, stationery and flyers
Plan and implement Public relation strategies
Identify target media and destination market
Establish a public relations partnership with local media outlets
Set up and maintain a website
Plan market special events.
Develop/disseminate/ manage student surveys
Plan and implement major events
Develop materials and provide ongoing support to presentations

HUMAN RESOURCE SERVICES

Staff recruitment
Staff training
Continuing staff and professional development programs
Design Benefit Plan
Human resource policy and development plan and oversight
Maintain Personnel files
Other duties as assigned

DEVELOPMENT SERVICES

Establish a basis for need and prepare a general purpose of fundraising statement
 Develop a Grant writing proposal division
 Develop a Financial Institutional Advancement division that will conduct fundraising campaigns and events for the school
 Develop a Corporate sponsorship campaign
 Develop an In-Kind Giving Program
 Evaluate fundraising efforts

C.1.3

Planning Year

TACTE organizers and founding board have developed a timetable that lists major tasks and anticipated execution dates. Assigned tasks will be completed as planned to insure the timely opening and delivery of educational and vocational programs in August 2016-2018. See charts on succeeding pages for our time-phased plan.

Major Task	Responsible Entity	Start Date	Completion Date
Prepare legal documents to obtain a nonprofit charter of incorporation from the District of Columbia	Organizers/Governance	Winter 2017	Winter 2017
Prepare and adopt by-laws for the non-profit corporation	Corporate Attorney/Governance	Winter 2017	Winter 2017
Elect Directors and Officers of the Founding Board	Governance (Founding Members)	Winter 2017	Winter 2017
Develop short and long-term fiscal plans and goals	Governance/Founding Board	Winter 2017	Spring 2017
Complete the development of the charter school budget	Finance	Winter 2017	Winter 2017
Locate monetary resources to cover short-term expenses, unexpected finance items that may impact the schools operating budget	Finance	Spring-Summer 2017	Spring-Summer 2017

Identify lending sources for short term loans and startup capital	Finance	Spring-Summer 2017	Spring-Summer 2017
Establish budget oversight policies; establish internal controls and fiscal policies including recommending experienced charter school auditors	Finance	Winter 2017	Winter 2017
Research available facilities to house TACTE, both short and long-term	Board of Trustees	Spring 2017	Spring 2017
Prepare informational materials describing the school's mission and goals	Governance	Spring 2017	Spring 2017

Major Task	Responsible Entity	Start Date	Completion Date
Academic Planning, Career Technical High School; complete design, course modules and instructional model and performance standards. Fully develop CTE curriculum plans	Joint collaboration, Governance, Instructional, Professional and CTE experts	Summer 2017	Fall/Winter 2017
Prepare school informational materials, including our mission, goals for community-wide dissemination. Invite and recruit community participation in forums	Governance/Recruiting and Marketing Team	Spring-Winter 2017	Summer-Winter 2017
Prepare a detailed plan for furnishing and equipping the school with estimated cost	Governance/Finance & Facility Teams	Summer 2017	Summer 2017
Begin any required facility renovations; install network infrastructure; prepare and execute equipment/furnishings for startup usage	Facility/Finance Team	Fall 2017	Winter 2018
Equip and furnish permanent school	Finance/Facility Team	Spring 2017	Spring-Summer

			2018
Apply for charter school program grant and other foundation grants; interview and select accountant and payroll company	Finance	Summer-Fall 2017	Summer-Fall 2018
Develop registration, screening, assessment, enrollment and placement procedures and systems	Educational/Instructional Team	Spring 2017 thru Spring 2018	Spring 2018
Purchase and pretest curriculums, course modules and instructional models and modify as necessary	Educational/Instructional Team	Summer-2017	Summer-2018

Major Task	Responsible Entity	Start Date	Completion Date
Pretest registration screening assessment tools, enrollment and placement procedures, and systems; modify as necessary. Review course mapping to ensure all courses are mapped to Common Core. Identify CTE certifications requirements. Review student scheduling models	Educational/Instructional Team	Summer/Fall 2017	Winter 2017
Recruit and hire instructors/teaching staff, accounting, security, IT, janitorial/facilities management team; professional training model developed for all academic and administrative teams. Develop required student, personnel handbooks. Obtain board approvals for all policies and plans. Receive	Organizers/Educational Consultants	Summer-2017/Summer 2018	Spring-Summer 2017-2018

PCSB approval for all school policies and plans.			
Submit application to accreditation associations	Organizers/Educational Consultants	Spring/Summer 2017	Spring/Summer 2018
Identify community final CTE partners and obtain signed memorandum of understanding from each group	Organizers/Educational Consultants	Spring/Summer 2017	Summer 2017
Review and execute final staffing plans; train all TACTE personnel	Organizers, Staff/Educational Consultants	2017-2018	Summer 2017-Fall 2018

Major Task	Responsible Entity	Start Date	Completion Date
Select office manager and registrar; present offer letter, select lead teachers and issue offer letters. Select all staff and issue offer letters	Organizers/Staff/Educational Consultants	Spring 2017	Spring 2018
Review assessment data regarding the high school age dependent population on welfare, unemployed, and disadvantaged worker households from DC Office of Planning again and Flood the District of Columbia with enrollment information. Facilitate open house for perspective students, complete paperwork, conduct interviews	Organizers/Staff/Educational Consultants	Winter 2017	Spring 2018
Complete facility renovations, arrange	Facility Team	2017	2018

classrooms and instructional environment; receive all final building, health, fire, DCRA and other required permits. Set up computer labs and all technology			
Major Task	Responsible Entity	Start Date	Completion Date
Review and assess student needs and IEP's, 504 plans; coordinate schedule for special needs students; develop initial student schedules. Set up student/school database. Data entry of all students' demographics; start date of all personnel; orientation of all personnel; human resources training; staff development; retreat	Instructional/Educational/Consultant and Staff	Spring/Summer 2018	Summer-Fall 2018
Student enrollment, reprieve certain application documents, including health records, transcripts if available. Conduct orientation and student pre-assessments. Complete student schedules and final review of all required supplemental application materials	New Entrants	Fall 2018	Summer 2018

Overcoming obstacles

C.2 Staffing Plan

C.2.1 *Staffing Levels*

City -wide search for Teachers Plan

The selection and hiring of qualified teachers who embrace the mission and philosophy of TACTE is a must. All individuals should possess the desire to work with our student population and support our dual integrated classroom strategy. It is our intent to hire the best teachers in the field. We seek instructors who have taught in the classroom, developed innovative teaching methods as well as the newly trained classroom teacher. Because many well-qualified teachers in the District are also members of the Association of Career Technical Education and are familiar with integrated curriculum models, we can hit the ground running.

During the first year of operation, TACTE anticipates having the following classroom personnel.

Title	Number of staff
President/COO/Academic Coordinator	3
Lead Teacher	2
Teachers	6
CTE Instructors	6
Special Education Coordinator	1
Special Education Teacher	1
Guidance Counselor/Career Specialist	1
Life Coach/Supervisor	3

Admissions Manager	1
Recruiter/Public Relations Officer	1
Administrative/Facilities IT Coordinator Financial Team	4

Total 30

The school day begins at 8:00 AM until 8:00 PM. After typical classroom schedules, students may use the computer lab to take practice CASAS exams or other class related study. Students must maintain an attendance level of 75%. Students can perform independent projects or community service to earn additional credits.

TACTE instructs a maximum of 25 students per class. Each classroom has a content teacher and a career technical instructor. Special education teachers help students of varying levels of need in both their classes and self-contained special classroom settings. For the first year of enrollment, TACTE will hire a total of three special education specialists and one special education coordinator for 150 students

Many of the teachers we hire will have experienced in working with the under skilled learner and capable of providing special education services and ELL services. Like many Adult Educational and At-Risk programs, we created our nine weeks' program to provide an exciting and fast-paced curriculum that is both interesting and relevant to our students. We support immediate feedback and student participation in all learning modules. This way we know at all times if we are reaching the students where they are and establishing relevance to every learning exercise. Our staff will be organized to provide teachers with access to instructional expertise and CTE experience. The Academic Coordinator will provide overall academic leadership to TACTE. We will have lead teachers for math, CTE and science/humanities. These teachers will function as team leaders and as mentors to other instructional teachers. We will follow the same format in providing support to counselors, life coaches, and career placement specialist.

C.2.2 *Teacher Quality*

The hiring of quality teaching staff is essential to a successful educational institution. Therefore, we will recruit fresh and vibrant young teachers from local teaching universities and colleges, as well as more seasoned ones. We provide our recruiters with a list of existing CTE instructors and a database of qualified potential teachers. We will recruit future teachers using various means, including:

Flooding the community with newsletters regarding our new school opening

Developing a teacher applicant database

Establishing community partnerships with organizations that share our mission and goals

Visiting community events and churches

Forming relationships with community businesses

Establishing a relationship with community High Schools and Stay Schools

Teacher Benefit Packages

TACTE's employee package will be as competitive as most other charter schools in the District of Columbia.

Professional Development Provided for teachers

Every professional employee of TACTE will participate in a leadership retreat before school opening. Professional staff members will learn the ten principals of leadership; participate in exercises and present course content to their peers. The principals taught are:

Vision
Belief
Competence
Concentration
Confidence
Energy
Enthusiasm
Self- Talk
Spirituality

Action

- Provide professional development for teachers and principals so that they are familiar with new standards and can help our students meet those standards;
- Provide professional development for staff and teachers to ensure that we work together to support student learning;
- Establish a study group of faculty and administrators to explore various programs for developing thinking skills of at-risk students;
- Provide professional development opportunities to help teachers incorporate thinking skills and effective learning strategies into the curriculum;
- Help teachers appreciate the strengths, experiences, and cultures of their students to make the classroom as comfortable as possible for all students;
- Develop structures for involvement that encourage family participation in our school;

- Establish a priority for teaching advanced thinking skills to all students;
- Acknowledge that students employ multiple, intelligent ways of thinking;
- Recognize that many at-risk students benefit when instruction includes a diverse set of experiences;
- Develop a curriculum that provides for multiple ways of learning and knowing;
- Solicit student involvement in planning and evaluating their learning;
- Assess portfolios to enhance student engagement and self-monitoring;
- Use integrated instruction to design in-depth learning around larger units;
- Give students a longer timeframe to construct meaning by working with specific content and ideas, and by drawing on a broad range of activities and resource materials;
- Establish cooperative learning and partner work in the classroom so students can learn with and from each other;
- Participate in professional development programs that examine the nature of learning

Job Descriptions

President & CEO Deborah Hayman

Ms. Hayman is responsible for the overall operation of the school. She serves as an ex officio of the Board of Directors and through sound business and organizational practice, ensures that the mission and vision of TACTE are carried out. She also oversees hiring and firing of school personnel, including the Academic Dean; reviews contracts for professional services and make recommendations to the Board of Directors.

Job Qualifications

- Twenty years' experience in a similar management setting
- Demonstrated ability to execute leadership skills
- Excellent communication and writing skills
- Ability to complete multiple high-level activities under various levels of obstacles
- Well organized and highly knowledgeable of at-risk and adult educational settings
- Ability to govern TACTE through its code of ethics
- Excellent management skills

Academic Coordinator

The Academic Coordinator will be the lead academic officer and provide a hands-on approach to leadership in directing, planning, managing and coordinating the educational goals and vision of the school. The Dean is responsible for ensuring that teachers and CTE instructors teach according to the integrated CTE/ I-Best Curriculum. The Dean is responsible for teachers meeting their AYP goals and for coordinating professional development for all staff. The individual must have the capability to lead positively and staff up 150 employees and ultimately, as many as 400 students. This person will work closely with school officials in establishing school goals and objectives.

Qualifications

- A Bachelor's degree in the field of education. Master's in Education preferred
- Leadership role in similar position of at least five years
- Previous leadership training
- Excellent planning and organizational skills
- Excellent communication skills
- Ability to write concisely and clearly
- Previous experience in management
- CTE experience desired

Duties include the following:

Working in large groups, conveying strategies, goals, and objectives

Leadership skills in community establishment

Participating in Professional Development

Development of educational strategies

Assist instructor in setting priorities, developing leadership skills

Lead Teacher and IT Coordinator

Lead teachers are responsible for coordinating student engagement and support functions of the school. They provide hands-on leadership and academic guidance to coaches, other faculty, and administrative support staff. Lead teachers work effectively across the organization to make sure that students are supported in ways that ensure both success and achievement of their personal and academic goals.

Qualifications

- Bachelor's Degree

- Teaching license
- Current Secondary license
- Five years' experience managing large and diverse groups
- Proficient in computer skills
- Strong organizational and planning skills
- Strong communication skills

Essential Duties

Works with the Academic Dean

Participates in the development of all educational strategies

Teaches one core class

Establishes and maintain positive relationships with the community

Evaluates teachers on performance, integrity, service and excellence

Special Education Teacher/Coordinator

This individual works directly with the academic dean and supervises teachers and coaches working with special needs and English Language Learners. Adopts a student-centered approach, delivering strategies to individual students needs using innovative approaches.

Job Qualifications

- Masters in Special Education
- Bachelor's in Education
- Five years of administrative and leadership skills
- Experience working with at-risk youth and adult learners

Essential Duties

Direct responsibilities include strong communication skills

Ability to refer to community resources

Ensure professional development of staff

Coordinated contracted services for special education

Coordinates contracted services for 504 students

Coordinates ASSETS test for ELL students

Assist in developing strategic monitoring tools for compliance (legal) and methods to receive complaints from students

Exceptionally proficient in math, reading and writing skills

Proficient in science and history

Assist in completing all grant applications and participate in overseeing grant activities

Submits reimbursement to Medicaid for 504 services provided

Life Coach

The primary duty of a life coach is to encourage and promote student involvement. The coach assists students to overcome obstacles that may impair their educational journey by offering solutions to the barriers. Life coaches participate in the intake process for students, assess experience, determine education tracks with teachers and connect with support services to promote success. Additionally, the Coach works with the Academic team to ensure adherence to Common Core Standards.

Qualifications

- Bachelor's degree in Liberal Arts
- 3-year minimum experience in mentoring, counseling, advising or being a leadership coach
- Previous experience working with at-risk and adult students
- Strong communication and writing skills
- Strong meeting facilitation skills
- Proficient in at least one foreign language
- Computer/Microsoft literate
- Valid driver's license
- Ability to analyze data and make decisions
- Knowledgeable of community resources

Duties and Responsibilities

Manages and monitors students learning experience

Leads in intake processing

Assesses student's life experience for possible translation into school credit

Assist in developing student individual learning plans

Provides support and open communication with the academic team

Works with leadership and the academic team to support success

Initiates and maintain contact with community partners (community agencies)

Career Counselor

The Counselor will build relationships, systems, and programs to ensure college acceptance and matriculation of graduates from TACTE to college and other post-secondary programs. The counselor will provide support to alumni and families as student's transition from TACTE to college/work or various other programs. The counselor will develop

potential work apprenticeship and internships for all students. The counselor will also identify future community employment partners to place students in jobs once graduated, and all required certifications are obtained.

Qualifications:

Master's Degree in Guidance and Counseling

A minimum of three years' experience working in a career counseling setting

- At least one year experience with college admissions
- Working knowledge of financial aid forms and guidelines
- Good organizational skills and the ability to be creative
- Experience working with at risk and adult population
- Proficient computer skills

Duties and Responsibilities

- Coordinate college testing
- Provide information on college fairs
- Coordinate both job fairs and employment fairs
- Creates awareness of college opportunities
- Maintain relationships with alumni students
- Provide one on one support with students
- Participate in school leadership development programs with students
- Develops and design career pathways targeted as Industry demand positions
- Work with local advisory boards to develop more exposure to students perception of the world of work
- Develop career focused campaigns marketing lifelong learning
- Oversees and support all students in all certification glasses
- Attend and participate in meetings of key stakeholders in education and training
- Join the DC Association of Career Technical Education Associate

CTE Instructor

The CTE Instructor must be a certified and licensed instructor with OSSE. The instructor provides a hands-on approach to leadership, planning, organizing, and coordinating the educational and career technical goals of the school. He/She provides support to the academic teacher and assist in conducting a learning environment that is interesting, engaging and relevant. The teacher will teach by an integrated CTE and I-Best Curriculum. The position will work with all levels of staffing and the business community to bring up to date CTE practices to the classroom.

Qualifications

- Bachelor's Degree in and a relevant CTE Industry Certification
- At least three years of instructional experience
- Strong understanding of course content and the ability to concisely and clearly teach content
- Robust planning and organizational skills
- Proficient in Computer skills
- Prior experience working with at risk and adults
- Duties and Responsibilities
- Teaches daily CTE integrated courses
- Develops teaching strategies, goals and objectives for students
- Conduct Practical classroom exercises
- Coordinate skill testing
- Provide Practice Industry Assessment testing
- Inputting student's grades and student information into the school's database
- Maintain a creative and inspiring relationship with the academic instructor and students

Academic Instructors

The academic instructor must be a certified and licensed instructor with OSSE. The instructor must provide a hands-on approach to leadership, planning, organizing, and coordinating the academic and career technical goals of the school. He/She provides support to the CTE instructor and assist in conducting a learning environment that is interesting, engaging, and relevant. The teacher will teach by an integrated CTE and I-Best Curriculum. The position will work with all levels of staffing and the business community to bring up to date academic practices to the classroom.

Qualifications

- Bachelor's Degree in and a relevant subject Certification
- At least 3 years of teaching experience

- Strong understanding of course content and the ability to concisely and clearly teach content
- Solid planning and organizational skills
- Proficient in Computer skills
- Prior experience working with at risk and adults
- Duties and Responsibilities
- Teaches daily Academic and CTE integrated courses
- Develops teaching strategies, goals and objectives for students
- Conduct classroom academic exercises
- Coordinate skill testing
- Provide Practice Academic Assessment testing
- Inputting student's grades and student information into the school's database
- Maintain a creative and inspiring relationship with the CTE instructor and students

C.3 Management and Internal Oversight

C.3.1 *Administrative Structure*

TACTE PCS Board of Directors shall follow the By-Laws outlined in this document. We accept the responsibility to execute all high-level duties related to the operations of TACTE PCS. The Board's primary function is to maintain oversight of the Board of Directors and not relinquish its powers to govern to no other entity. The Board of Directors will also oversee and be responsible for school-level policy development and organizational development strategies. We will invite teachers, family and administrators to participate in most areas of planning and implementation. We will form a transitional task force to focus on the following areas:

- Standards, curriculum, and assessments
- Accreditation (Federal and Local)
- Technology
- Organization and Finance
- Community involvement
- Student Internships
- Professional Development
- Facilities

Chief Executive Officer/President

The school's CEO/President will manage school operations and make day to day instructional and administrative decisions and will be the chief academic officer for TACTE. He will provide a hands-on approach to leadership in directing, planning, managing and coordinating the educational goals and vision of the school. Also, the director will ensure that instructors are applying the school curriculum according to the principals of TACTE PCS, and the school is meeting the desired outcomes. Essential functions include: supervising and managing faculty and staff, creating and maintain a safe and secure environment fir ask students and managing the fiscal activities of the school. The CEO/President will work directly with the Board of /Directors in establishing school goals and objectives.

Academic Coordinator

The President/CEO of TACTE supervises the Academic Coordinator. The Academic Coordinator will manage day-to-day operational duties, which include both administrative and academic functions. The Academic Coordinator oversees planning, academic, and career technical education goals. As such, s/he has a clear understanding of TACTE mission and wholeheartedly embraces its underlying philosophy. S/he will ensure that all teachers and CTE instructors use the integrated curriculum and meet target educational goals. Primary functions include supervising and managing faculty and staff, creating and maintain a safe environment and managing fiscal matters responsively.

Administrative Division

The Administrative Division will also include two lead teachers and one IT Coordinator who will share school management and instructional responsibility. One lead teacher will also coordinate the Career Technical Educational functions, and work in close collaboration with our community industry partnership representatives, post-secondary representatives, and our employment placement counselors. The second lead teacher will coordinate the student engagement and support functions of the school. She will provide hands-on leadership and academic guidance to coaches, faculty and administrative staff. The ultimate objective is to ensure students receive all the assistance required to meet or exceed their educational and personal goals. The Third Lead Teacher will assist in all of the identified areas.

TACTE's initial staff will consist of six teachers, six CTE instructors, and an academic dean. Instructional positions will implement the educational goals outlined in TACTE/ I-Best modified curriculum. CTE instructors coach, provide life skills assistance and help students develop career pathways and college transition. Two educational teachers work with the schools Special Education Teachers and Coordinator, as well as the ELL specialist. The school's budget and organization charts list other positions

The Administrative Division has two lead teachers who bear school management and instructional responsibility.

TACTE PCS will have a total of 30 administrative and instructional positions. They include instructional staff, CTE staff members, life coaches, administrative staff, counselors Academic Coordinator, lead instructors and support staff members.

Corporate Structure and Non-profit Status of this school

TACTE Public Charter School will be a Chartered Corporation under the Not for Profit regulations for the District of Columbia. For your review, the Articles and By-Laws are included in the Appendices.

C.3.2 *Performance Management*

Governance and Management

Board of Trustees

TACTE's Board of Trustees makes broad policies that align with the school's mission, goals, and obligations. The board functions as advisors and focuses on productivity and results. It recognizes that the success of our school lies in part in our ability to govern with commitment and skill.

Governance Style

Our board defines policies that clarify roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. TACTE PCS Board policies set the board's collective beliefs, commitments, and vision. Meetings, decisions, and voting follow Roberts Rules of Order. Decisions are determined by a majority of members present. This model is fairly structured and expedient. There is no requirement or expectation that every member contributes dissenting views on each topic or support every decision made. Minority views of members are not always aired. It is a majority rule, decision-making culture. Sometimes decisions are made by consensus; often, final decisions have been modified through discussion.

It is the Board of Trustees intent to start our Charter School on sound footing with a well-informed and self-disciplined Board of Trustees at the helm, defined governance policies that provide organizationally and board consistency, and a high standard of governance behavior. We meet to discuss and be trained in governance policy matters before it assumes the new leadership role. At the board's first official meeting, we have adopted officers and statute-compliant

governance policies to set the stage for future meetings and proceedings. Copies of board policies will be made available through our school's main office. In the future, our policies shall be posted on the school's website.

From time to time, the members of TACTE PCS will utilize the free and fee paid services of local not for profit organizations including Center for Non-profit Advancement, Office of Partnerships and Grants and the Foundations Center for Board of Director Training and Educational Training Programs for Board Development.

Board Officers

The officers of the Board for TACTE PCS shall be Chairperson, Vice-Chairperson, and Secretary. Each officer shall serve a three-year term beginning at the annual organizational meeting. Annually, a slate of positions and terms will be available for the record.

The Board Secretary or the school's coordinator/administrator shall serve as Clerk of the Board.

Parliamentary Procedure

The Board will use Roberts' Rules of Order, Revised, and act pursuant to DC Education Laws.

Method of Election of Officers

The Chairperson, Vice Chairperson, and Secretary will be elected by majority vote of those present at the annual organizational meeting. Vacancies are fillable at any time, but members must be notified before any meeting where vacancies may be filled.

Board Officers: Chairperson

Provide leadership to the Board of Directors. Other duties include the following:

- Determine agenda with the assigned school coordinator/administrator
- Sign contracts and other instruments on behalf of the Board, but only if so authorized by the Board*

We reviewed a number of policy manuals to consider adopting for TACT's use. We are still in the process of developing this area and submit these proposed policy guides as a starting point.

They were taken, in part from Cocheco Arts and Technology Academy, Board of Trustees Policy Manual. July 2014

- “Appoint a member to act as Secretary when the Board's assigned Secretary is absent
- Appoint Board subcommittees and assign a chairperson
- Appoint Board members to represent the Board with government offices, organizations, or school districts
- Select members of advisory committees to the Board, in consultation with the Board
- Present the Board a roster of Board subcommittees and advisory committees at the annual organizational meeting so the Board can determine if continuation is desired or necessary
- Cancel and reschedule Board meetings for good cause after consultation with Board members and the school coordinator/administrator
- Direct the school coordinator/administrator to call special meetings and emergency meetings of the Board
- Maintain communication with the academic coordinator/administrator

*The Chair of the Board shall have such other powers and duties as the Board may from time to time determine.

Board Officers: Vice-Chairperson

The Vice Chairperson shall have the powers and duties of the Chairperson during his/her absence or disability, and shall have such other powers and duties as the Board may from time to time determine and assign. The Vice Chair shall act as a liaison between OSSE, DCPS board specialist for long-range facility planning and co-chair specified duties of the Chairman.

Board Officers: Secretary

The Secretary shall record or cause to have recorded the minutes of all organizational, regular, special Board meetings, and any non-public sessions. Procedures for recording minutes are outlined as follows:

- Record all votes at Board meetings by the last name, except unanimous votes may be recorded as such.
- Record in the Minutes of all public meetings and other proceedings the full names of members and persons appearing before the meeting (individuals in the audience do not need names recorded)
- Record a brief description of the subject matter discussed
- Record final decision(s) of any Board action
- Provide draft minutes for public inspection, so labeled, within required timelines
- Make any corrections to the draft minutes that may be necessary following the Board meeting where minutes are reviewed and approved.”

- Sign the final copy with any adjustments after acceptance by the Board, and return original, approved copy to the school's administrative office for filing in the permanent school record

These project-oriented tasks will provide the impetus and direction for change in the School as it transforms itself into a quality Charter School. To foster close communication between the task forces, a steering committee will be formed of representatives from each team and members of the Board of Trustees.

Rules and Policies

The Founding Group is considering standards and policies for the school. A comprehensive set of policies and criteria will be developed to guide governance and operations. These rules and policies will be included in the school manual. The manual will be a collaborative effort with all stakeholders. A school council comprised of board members, school principal, student representatives, community, parent liaison coordinator, family members, and a select group of teachers. The School Council shall function as an advisory body to the Board of Trustees as a whole and make recommendations regarding all aspects of school operations and policies. The Board Director will convene with the Chairman of the Board on a regular basis. A record of these meetings and the recommendations of the School Council shall be prepared and included in the Directors' ongoing reports to the Board of Directors. A policy manual defining the rules and policies for governance and operations shall be prepared and adopted by the Board of Trustees within thirty days the corporate charter is issued by the DC Public Charter School Board.

The Policies and rules published in the manual shall cover the following areas:

- History of the School
- Mission and Philosophy
- Educational Focus
- Goals and Objectives
- Organizational Plan and Facilities Resources
- Academic Program
- Cooperative Education and Work Study
- School Calendar and Structure of the School and Year
- Governance Board of Trustees
- Policies and procedures for selection, admission, enrolment, withdrawals, discipline and suspension
- Student code of conduct
- Parent and community partnership
- Private/Public Partnership

Safety and Security Procedures

Board Ethics

TACTE (PCS) Board of Directors recognizes its role as overseers of public education commit to the following code of ethics. Board members will:

- “Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for results,
- Uphold applicable federal and state laws and local ordinances,
- Uphold and promote policies of the Board,
- Preserve and protect the civil and human rights of all members of the school community,
- Respect the confidentiality of information that is privileged, including all non-public session discussions,
- Avoid being placed in a position of conflict of interest,
- Respect and encourage the expression of opinion by all Board members; hear individual views and work in a spirit of harmony despite differences.

Remember that each member is one of a team; strive for teamwork and respect five aspects of this role are the following:

- Board decision can only be transacted at official Board meetings,
- No member of the Board has individual authority and, therefore, cannot make unauthorized commitments on behalf of the Board,
- Each Board member should freely ask questions and give opinions and know that this involvement is valued and valuable,
- Once the majority of the Board makes a decision in good faith it is the decision of the Board, and
- Board members should support cohesiveness in the school's culture and not speak against any final determination that was reached in good faith.” Adopted from The Integrated Day School Governing Board, Code of Ethics and Conduct.

C.3.3 *Fiduciary Responsibility*

Most members of the founding board of directors have served as executives for public or private entities and managed multi-million dollar budgets. Many have also served on numerous other boards and are well aware of their fiduciary obligation to the District Government, the D. C. Public Charter Board, taxpayers, and TACTE. Several members have also been responsible for providing ethics and compliance training to board members and their staffs.

Financial Management and Accounting

The Founders will establish consistent, internal, fiscal control by using efficient budgetary and accounting methods. TACTE PCS will set sound fiscal standards by the American Institute of Certified Public Accountants. A Financial Management Contractor will be hired for the daily fiscal operations of the school. He/she will report to the Executive Director, who reports to the Board of Directors. Responsible financial standards include:

Establish consistent, internal, fiscal control by using effective budgetary and accounting procedures and record keeping

Complete interim budget projections to make sure that the school is financially sound and responsible

Maintain adequate reserve in TACTE PCS Treasury

Review all contracts carefully and enter into agreement with vendors and providers in a sound business manner

Maintain adequate liability insurance coverage

Prepay necessary contracts, especially liability insurance

Have two signatures for all checks

Expenses are budgeted in the following manner:

Personnel Salaries and Benefits

Job description, qualifications, and experiences are available under separate cover. There will be an Executive Director/CEO, a Principal/ Special Education Coordinator in the first year of operation. For year 1 of operation, there will be ten teachers, ten teacher's aides 2 Special Education Instructors, Five certified Career Technical Instructors, 2 Job Placement Counselors, one social worker, and one case manager. It is expected that all teachers will be certified and eligible for certification.

Accounting and financial reporting

TACTE (PCS) follows all legal requirements for accounting and financial reporting. The school will follow recognized accounting practices with all revenues and expenditures accounted for at all times. Monthly reports will be submitted to the Board of Directors, which will provide timely and accurate of all funds. Balance sheets will be provided to the Board, Executive Director, and Principal when requested.

Civil Liability and Insurance

The Board will select an insurer to provide wraparound insurance coverage, including liability, fidelity, workmen's compensation and casualty. A separate insurer will be chosen to provide healthcare coverage. The following coverages are planned:

General Liability- General Liability insurance, which will cover Board of Trustees and Officers and Employees of the school. Coverage will be limited to actions and incidents in the execution of official duties.

Employee Disability- Disability insurance will be paid to employees. Workers will be covered based on a percentage of their salaries and risk factors.

Property/Building- Insurance will cover general damages. Contractors will be required to have wrapped around insurance.

FICA/Medicare –The school will pay a matching FICA and Medicare. This payment is made to the Internal Revenue Service.

Unemployment Insurance- While exempt from federal unemployment tax, the school will pay State Unemployment contributions. Coverage for the District of Columbia is based on the first \$9,000 of an annual salary of statutory employees. The percentage of an employer's contribution differs from an organization to another.

Health Coverage- Health insurance will cover employees, and employees may elect to add his/her family to these policies through personal payments. The family coverage cost will be made directly by the employee.

Retirement Plan- Employees will be eligible for retirement benefits after four years of employment. Contributions are factored on a percentage of workers' annual income.

Planned Insurance Coverage Levels:

General Liability \$100,000,000

Directors and Officers Liability \$100,000,000

Umbrella Coverage \$100,000,000

Property Lease 100 % of Replacement Cost

Boiler/Machinery \$3,000

Auto \$1,000

Workers Compensation As Required by Law

Provision for Audit:

TACTE PCS will follow all legal requirements for accounting and financial reporting and accounting. TACTE PCS will follow recognized accounting practices with all revenues and expenditures accounted for at all times. Monthly reports

C.4 Management Organization (if applicable)

C.4.1 *MO Selection*

To date, TACTE's Board of Directors have interviewed two potential management partners and anticipates conducting interviews with other companies before deciding if it is in the best interest to negotiate a MO contract.

C.5 Student Policies and Procedures

C.5.1 *Student Enrollment Policies*

ADMISSION REQUIREMENTS

TACTE PCS maintains an open admission policy. Students applying for admission must:

- Be at least sixteen years of age,
- Have documents substantiating age, grade, social security number, residence, and proof of citizenship.
- Have attended a regular comprehensive public or private school, and registered with Selective Service, and,
- Possess or be able to obtain a valid DC driving license.

New students must submit the application for admission and an official transcript from the last school of training.

The transcript and application should be mailed directly to the Office of Admissions, at 4646 Livingston Road, SE, Washington, DC 20032.

To assure success in TACTE PCS programs, the prospective student must be literate at least the ninth grade of secondary school

Student admission also includes the TACTE PCS aptitude assessment and CASAS test to determine the academic level of applicants; these non-fail assessment assists with needed academic recommendations and will be a part of Individual Training and Employment Plan. All requirements are documented in the student's individual file.

2018 ADMISSIONS CALENDAR

The Office of Admissions accepts, enrolls, advises, and provides support to students, including

alumni activities. New students are admitted to TACTE for the Fall/Winter, Spring, /Summer sessions. The admissions schedule is listed in detail on the calendar at the end of the catalog, but applications deadlines are as follows:

Fall/Winter Session 2018 - All applications must be received by 08/31/18.

Spring /Summer 2019 - All applications must be received by 1/31/19.

School Calendar- Is attached herein.

ADMISSION PROCEDURES

Students who meet the admission requirements and have not been previously enrolled in another postsecondary school apply as first-year students. Students enrolled at another postsecondary school before coming to TACTE should apply as transfer students.

Step 1:

Eligibility – All students between the ages of 16 years and 24 years are eligible to enroll. Students must be a resident of the District of Columbia.

Step 2:

Basic Data Collection - It is at this point that the individual takes a series of assessments to assess academic skills and competencies. The candidate will meet with an advisor to provide basic biographical and educational information and documents. This information allows us to track and maintain student records necessary for compliance with local, state and federal agencies, if applicable.

Identification of Assets and Barriers - The enrolment process includes identifying a person's employment assets and barriers. This vital information will be assessed and included as part of the enrolment process to empower individuals to make constructive changes. The Individual Training and Development Plan is created before pursuing training at TACTE PCS. A Plan is designed to promote accountability with the program participant and establish a clear set of objectives.

Step 3:

Program Orientation - It is during orientation an individual receives their complete information packet about the program. This is an important opportunity for the program staff to explain expectations about the program (i.e. attendance, safety and dress code requirements) as well as highlight how the program will be able to help students meet their goals. Participants will receive their Student Handbook and class assignment. Staff will make program participants feel welcome and respected.

Step 4:

Registration - Students will schedule to register for class with the Registrar. Registration is defined as the first day of enrolment as a student in TACTE PCS

Late Enrolment

Individuals wishing to attend TACTE may file completed applications at any time. Students will be allowed to enroll in the next scheduled enrolment period.

Transfer Students

TACTE PCS accepts transfer students who present a complete application and transcript from the secondary institution last attended. Before attending TACTE PCS, records from the previous secondary institution should be submitted to the Office of Admission as soon as possible. Evaluations of transcripts are made on a case-by-case basis. TACTE PCS may require proficiency testing to determine the level of students' competencies in certain courses which are essential in training for employability; therefore, TACTE PCS reserves the right to refuse transfer credits.

International Students

International students must have all visas, passports; work permits relating to the student's status in proper order with the United States Immigration and Naturalization Service before they will be accepted at TACTE PCS. If you are currently in the United States, you will need to submit a copy of your passport, visa stamp, and I-94 (both sides), Transfer Authorization Form (current F1 students only), and copies of all previously issued Form I-20s or DS-2019 (current F1/J1 students only). Students must submit Transcripts to: World Ed services, P.O. Box 5087 New York, NY 10274. Website: www.wes.org, e-mail: wes@bowlinggreenstation.org

Provisional Enrolment

Provisional (temporary) admission may be granted to applicants who have not provided all documents required by the registration date. Students so admitted must supply the required documents within a reasonable period, or face possible administrative withdrawal. Provisional admission is not allowed during regular admission schedule. All admission requirements must be met, however, before a student can receive grades or a transcript. Failure to complete admission requirements within a reasonable period may result in disciplinary action including, but not limited to, administrative withdrawal.

Recording Transfer Credit

Students applying courses taken at other training institutions or colleges, toward a certificate, should follow these procedures:

- Request OFFICIAL SEALED copies of all previous training institution or college transcripts to be sent directly to you. Some schools will only send official transcripts to the receiving school. NOTE: Transcripts more than 10 years old must be accompanied by course descriptions from the training institution or college catalogue.

- Submit **ORIGINALLY SEALED** transcripts with a completed *Application for Transfer of Credits* form to the Office of the Registrar. The *Application for Transfer of Credits* form is available for pick up in the advisors' office. This process takes six to eight weeks. Results of Transfer Credit Evaluation are mailed to the individual and provided to the Registrar.

C.5.2

IDEA / Special Education Compliance

The founding organizers of TACTE (PCS) have managed and administered hundreds of millions of dollars in District and Federal contracts and grants. As a result, these individuals are very knowledgeable about the laws and regulations of the District of Columbia and the federal government. The founders are also responsible for recommending program changes and for suggesting strategies for meeting all District and federal requirements, including those presented below.

Individuals with Disabilities Education Act, Subpart B

TACTE (PCS) is compliant with IDEA guidelines, which aim to strengthen academic expectations and accountability for children with disabilities. TACTE (PCS) will work to raise expectations for students with disabilities by having regular teachers involved in planning and assessing students' progress. Additionally, and equally as important, the Academy will have both the parents and students with disabilities included in assessments and setting performance goals. TACTE (PCS) will seek the support of the Office of Special Education and Rehabilitative services and other entities involved in meeting the needs of students with disabilities.

Health and Safety

To ensure the health and safety of the children and its personnel, TACTE will require all students to submit completed health and dental forms as a part of their permanent record. Additionally, students must file a complete copy of their immunization records as a part of the enrolment process.

All visitors are required to report to the administrative offices. Persons without official or school related business will not be allowed on the premises. No unauthorized person will be permitted to pick up any student from the school.

Safety

TACTE building(s) will meet all inspection and fire code standards. Buildings will be accessible to persons with wheelchairs and other individuals with a disability.

Transportation

Like other District of Columbia schools, the Academy will secure reduced fares on Metro bus and rails for its students

Title I of the Improving America's School Act (IASA) T

The IASA of 1994, the reauthorization of Elementary and Secondary School Act create incentives for educational innovation through charter schools. We believe it is beyond argument that the students we look to serve have least benefited from the economic success of the District of Columbia. TACTE expects to use Title I funds to design, plan and implement a research and evaluation program that tracks adults and high school students from low-income households and to use that data to analyze the impact of the school's academic, and vocational education on these families. We will use the findings of the research to guide modifications, improvements, and innovations in our instructional methods, student support systems, and parents and community participation.

Civil Rights

TACTE will comply with all federal and District of Columbia civil rights statutes and regulations. We included Information on civil rights in the TACTE's Employment Manual. Employees will have access to the U. S. Department of Education, Civil Rights toll-free Policy formation number, 1-800-421-3481.

Other Requirements

All students must provide proof of residency in the District of Columbia. Documentation acceptable as evidence will be the same as those permitted in District of Columbia Public Schools. Non-resident tuition is based on DCPS rates. Parents may be allowed to pay on an installment plan. Delinquent accounts must be settled before final grades are released.

D. Finance Plan

D.1 Facilities

D.1.1 *Identification of a Site*

Members of the Board are actively pursuing sites that will meet our space requirements. A site of interest has been identified, and members have met with District of Columbia Officials regarding its availability. The address is 3999 8th Street SE, Washington, DC 20002.

D.2 Finance

Anticipated Sources of Funds:

How much funding do you expect to receive from the per pupil allocation? Include add-ons for grade levels, students with disabilities, and English language learners.

- TACTE PCS anticipated per pupil allotment is as follows:
- Total for 1st year is \$. \$2,586,387.00
- School enrolment for year one is 150 students
- Presently TACTE PCS does not have loans in place. Once the Public Charter is approved, we will apply for various grant funds for planning and development through the OSSE and other grant agencies, foundations and lending institutions.

TACTE (PCS) will focus its fundraising efforts over the first three years in the following areas:

Capital Expenses: Rent for leased space, tenant improvements, debt service

Technology Infrastructure (computers, servers, media, internet access, instructional technology, etc.)

Community Engagement Infrastructure (Support of Connections program, internship program coordinator)

Development Infrastructure (Development Director and campaign support)

Planned Fundraising Efforts/Resources

Foundations

Foundations are philanthropic organizations, often started by wealthy families that give money to organizations under an open process and (usually) clear criteria. Foundation giving is probably the least intimidating market to access, as there is an entire industry with rules set up to disburse money. Foundations tend to support start-up organizations as well.

Target Markets:

- Gates Foundation
- Apple Foundation
- Meyers Foundation
- Cafritz Foundation

Corporations

Corporations are often thought of as the least reliable source of Charter school funds. That said, many large corporations have a big community development philanthropic wings, and we will want to research this possibility.

- Target Markets:
- Local Banks
- Target Corporation
- Xerox Corporation
- DHL Worldwide, Inc.
- Top 100 Companies

Individuals

Target Market:

- General Population

c. Fundraising Goals for This Plan

The purpose of this plan, intended for implementation from April 2016 through June 2018, is to serve as an internal document for the board of directors and other fundraising volunteers to understand how the school will:

- Raise operating and capital funds for the first year of operation (2016-2017).
- Develop the structures and relationships necessary to continue active fundraising during subsequent years.
- Enable us to consider developing and owning our facility in the future.

Goals associated with this plan include:

- Educate and involve the full governing board in the fundraising effort
- Bolster the fundraising committee
- Finalize this fundraising plan
- Assign responsibilities clearly
- To add others (non-board members) to the fundraising committee as appropriate
- To develop relationship building with and solicitation of potential individual donors
- Establish relationship building with and solicitation of foundations
- Foster relationship building with corporations
- To develop marketing and fundraising materials

Our basic assumptions:

All members of the organization – the board, staff, and volunteers – must embrace the idea of and play an active role in development efforts.

Successful fundraising is based on the fostering of long-term relationships with foundations, individual donors, and corporations.

A balanced mix of funding sources and solicitation approaches best ensures stability and credibility.

To supplement our budgeted expenses, we will seek grant funding and in-kind contributions of hardware and software from the corporate community.

D.3 Budget Workbook

The proposed Adult Public Charter School PCS has prepared a planning year and a five- year budget based on the guidelines presented within the Budget Workbook provided by the Public Charter School Board.

Proposed Revenue

The proposed Adult Public Charter School's revenue is based upon two financial streams of revenue. The per pupil allocation is based upon the allowed and approved number of students. In TACTE'S proposal, we have elected to enroll 150 new entrants and 150 students in each subsequent four years. The second stream is through grant funding.

The projected first-year revenue for TACTE PCS is \$ 2,586,387. This sum includes \$460,800.00 for Facilities Allowance and \$250,000.00 for Grants. The per pupil allocation, facilities allowance covers over seventy-five percent (75%) of TACTE's projected revenue and Grant monies for cover approximately twenty-five (25%) of revenue.

Expenses

Rent Assumptions

TACTE is seeking a short- term incubator location that can accommodate the planning period and possibly the first two years of operations. The rental rate is based upon the comparable rental rates charged in the District of Columbia.

TACTE has identified a potential long-term school location, located at 3999 8th Street SE. Pending approval from the DC Charter School Board, TACTE will pursue negotiations to lease the proposed site.

TACTE will employ an Academic Coordinator, Chief Operating Officer and a Chief Fiscal Officer to plan and develop a program that supports student needs, workforce /career readiness and CTE certifications. The teaching staff includes lead teachers, CTE instructors, Special Education Coordinator, Special Education Teachers, Counselors, Life Coaches and support staffing.

Our projected salaries fall slightly lower than District of Columbia Public Schools. However, we hope to attract committed personnel that will be willing to accept a lesser starting salary and experiences annual increases to make their future salaries competitive to DC Public Schools.

Our instructors will provide lessons in a number of areas; TACTE High School Tract will follow the HS Graduation guidelines practiced by the District of Columbia; The GED program will allow students to work at their pace with assistance from a classroom instructor and periodic lessons with both CTE and Classroom Instructors.

All CTE courses will have the same breakdown of classroom instructor and CTE instructors. When needed Special Education, Teachers will also be a part of the classroom structure.

Aides are shared throughout the school classrooms.

The President will be responsible for overall management, guidance, leadership, strategic planning and governance of TACTE. The President also works in tandem with the TACTE Board of Directors to ensure all vital components of the school's strategic plan are being met. She is also the first person responsible for ensuring that the school adheres to fiscal sound practices and is transparent in sharing all fiscal activities with the Board of Directors and its Fiscal Agents (outside accounting firm).

The school's development group will continue to cultivate relationships with perspective donors, lenders, and friends of TACTE to ensure a steady growth of additional funding and development opportunities.

Both the Chief Operating Officer and the Chief Financial Coordinator will provide day-to-day management of all administrative and financial activities of the school. Both officers report directly to the President of TACTE. The academic team manage and execute the academic plan of work and develop means of improving classroom performance. Since the majority of our students will receive course instruction via electronically and direct personal instruction, our IT coordinator will serve as a floater and consultant to all teaching staff.

The Chief Operating Officer and Chief Financial Officer will also handle the oversight of facilities management and operations. The team consists of Chief Officers, IT Coordinator and Accounting support staff.

Direct Spending Expenses Assumptions

Direct spending expenses include student educational materials, equipment, books and media subscriptions (on-line test). Each TACTE student will have full availability of all learning resources provided by the school. As reflected, the cost of books increases each year for CTE courses because we give each student a book to keep for future studying in preparation to take National Registry Exams. With reference to the GED classes, all students will receive learning aids in addition to usage of software and manuals.

Occupancy Assumptions

As stated previously, TACTE is seeking short-term usage of an incubator location. The expected lease is up to three years. On or before the third year it anticipated the School would secure an existing school large enough to accommodate the enrollment and the various CTE course offerings. The proposed permanent site is 3999 8th Street SE. Washington, DC 20032.

The rent of \$300,000.00 first year operation reflects a base rent of \$25,000.00 per month, which includes taxes, water, maintenance and repair.

Office Expenses

During our first year of operation, we will spend approximately \$150.00 per student. This will cover pens, pencils, paper, notebooks, CTE supplies, printer supplies and miscellaneous items.

TACTE will receive printers, copier donations from HD Academy, we expect to purchase an additional 30 computers and increase purchase and supplies as enrollment dictates.

Our legal and accounting fees are estimated at \$7500.00 each. As special needs arise, we reserve the right to adjust the allocation accordingly.

General Expenses

General expenses cover insurance both for the school, health, Board liability and comprehensive liability insurance.

As purchases, student enrollment and space increases we will adjust our coverage accordingly.

Cash Flow

The school will remain conservative in its expenses, however there is always an element of the unknown when embarking on new ventures. The Board and Chief members of the School Administration will seek outside funding, including a bank line of credit to cover unknown isolated expenses.

Charter Application 5 Year Staffing Plan

THE ADULT CAREER TECHNICAL EDUCATION SCHOOL

	Year 1			Year 2			Year 3			Year 4			Year 5		
	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
EXECUTIVE DIRECTOR	1	\$145,000.00	\$145,000.00	1	\$159,500.00	\$159,500.00	1	\$174,500.00	\$174,500.00	1	\$192,000.00	\$192,000.00	1	\$211,200.00	\$211,200.00
ACADEMIC DEAN	1.000	\$85,000.00	\$85,000.00	1.000	\$90,000.00	\$90,000.00	1.000	\$95,000.00	\$95,000.00	1.000	\$100,000.00	\$100,000.00	1.000	\$105,000.00	\$105,000.00
SPED COORDINATOR	1.000	\$72,000.00	\$72,000.00	1.000	\$77,000.00	\$77,000.00	1.000	\$82,000.00	\$82,000.00	1.000	\$87,000.00	\$87,000.00	1.000	\$92,000.00	\$92,000.00
SPED TEACHER	1.000	\$65,000.00	\$65,000.00	1.000	\$70,000.00	\$70,000.00	2.000	\$75,000.00	\$225,000.00	3.000	\$80,000.00	\$240,000.00	3.000	\$85,000.00	\$255,000.00
CAREER PLANNING COUN.	1.000	\$72,000.00	\$72,000.00	1.000	\$77,000.00	\$77,000.00	1.000	\$82,000.00	\$82,000.00	1.000	\$87,000.00	\$87,000.00	1.000	\$92,000.00	\$92,000.00
LIFE COACH	2.000	\$50,000.00	\$100,000.00	2.000	\$55,000.00	\$110,000.00	2.000	\$60,000.00	\$120,000.00	4.000	\$65,000.00	\$260,000.00	4.000	\$70,000.00	\$280,000.00
LANGUAGE TEACHER	1.000	\$60,000.00	\$120,000.00	2.000	\$65,000.00	\$130,000.00	2.000	\$70,000.00	\$140,000.00	3.000	\$75,000.00	\$225,000.00	3.000	\$80,000.00	\$240,000.00
CLASS ROOM TEACHER	4.000	\$73,000.00	\$292,000.00	5.000	\$78,000.00	\$390,000.00	6.000	\$83,000.00	\$498,000.00	7.000	\$88,000.00	\$616,000.00	7.000	\$93,000.00	\$651,000.00
CTE INSTRUCTOR	4.000	\$60,000.00	\$240,000.00	5.000	\$65,000.00	\$325,000.00	6.000	\$70,000.00	\$420,000.00	7.000	\$75,000.00	\$525,000.00	7.000	\$80,000.00	\$560,000.00
TEACHER AIDE	2.000	\$45,000.00	\$90,000.00	2.000	\$50,000.00	\$100,000.00	3.000	\$55,000.00	\$165,000.00	4.000	\$60,000.00	\$240,000.00	4.000	\$65,000.00	\$260,000.00
ADMISSIONS COORD.	1.000	\$50,000.00	\$50,000.00	1.000	\$55,000.00	\$55,000.00	1.000	\$60,000.00	\$60,000.00	1.000	\$65,000.00	\$65,000.00	1.000	\$70,000.00	\$70,000.00
CLERICAL	2.000	\$45,000.00	\$90,000.00	2.000	\$50,000.00	\$100,000.00	2.000	\$55,000.00	\$110,000.00	2.000	\$60,000.00	\$120,000.00	2.000	\$65,000.00	\$130,000.00
FACILITIES COORD	1.000	\$40,000.00	\$40,000.00	1.000	\$45,000.00	\$45,000.00	1.000	\$50,000.00	\$50,000.00	1.000	\$55,000.00	\$55,000.00	1.000	\$60,000.00	\$60,000.00
Position 14		\$72,000.00	\$72,000.00	1.000	\$77,000.00	\$77,000.00	2.000	\$82,000.00	\$164,000.00	3.000	\$87,000.00	\$261,000.00	3.000	\$92,000.00	\$276,000.00
Position 15		\$85,000.00	\$85,000.00	1.000	\$85,000.00	\$85,000.00	1.000	\$95,000.00	\$95,000.00	1.000	\$100,000.00	\$100,000.00	1.000	\$105,000.00	\$105,000.00

Position 16		\$72,000.00	\$216,000.00	3.000	\$77,000.00	\$231,000.00	3.000	\$82,000.00	\$246,000.00	3.000	\$87,000.00	\$261,000.00	3.000	\$276,000.00	\$276,000.00
Position 17			\$-			\$-			\$-			\$-			\$-
Position 18			\$-			\$-			\$-			\$-			\$-
Position 19			\$-			\$-			\$-			\$-			\$-
Position 20			\$-			\$-			\$-			\$-			\$-
Position 21			\$-			\$-			\$-			\$-			\$-
Position 22			\$-			\$-			\$-			\$-			\$-
Position 23			\$-			\$-			\$-			\$-			\$-
Position 24			\$-			\$-			\$-			\$-			\$-
TOTAL	22.00		\$1,834,000.00	30.00		\$2,121,500.00	35.00		\$2,726,500.00	43.00		\$3,434,000.00	43.00		\$3,663,200.00

		Rate/ Per Employee Expense	Total Expense		Rate/ Per Employee Expense	Total Expense		Rate/ Per Employee Expense	Total Expense		Rate/ Per Employee Expense	Total Expense		Rate/ Per Employee Expense	Total Expense
Health Insurance			\$-			\$-			\$-			\$-			\$-
Retirement Contributions			\$-			\$-			\$-			\$-			\$-
Social Security		6.2%	\$1.36		6.2%	\$1.86		6.2%	\$2.17		6.2%	\$2.67		6.2%	\$2.67
Medicare		1.5%	\$0.32		1.5%	\$0.44		1.5%	\$0.51		1.5%	\$0.62		1.5%	\$0.62
Unemployment		2.7%	\$0.59		2.7%	\$0.81		2.7%	\$0.95		2.7%	\$1.16		2.7%	\$1.16
Other Employee Benefits			\$-			\$-			\$-			\$-			\$-
			\$2.28			\$3.11			\$3.62			\$4.45			\$4.45

Charter Application
Enrollment Projections

THE ADULT CAREER TECHNICAL EDUCATION PCS

General Education	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten 3					
Pre-Kindergarten 4					
Kindergarten					
Grades 1					
Grades 2					
Grades 3					
Grades 4					
Grades 5					
Grades 6					
Grades 7					
Grades 8					
Grades 9	11	35	60	80	90
Grades 10	10	35	50	80	90
Grades 11	10	35	60	80	90
Grades 12	15	35	60	80	90
Alternative	30	50	65	90	145
Adult	45	50	66	90	145
Subtotal General Education	121	240	361	500	650

Special Education	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1	5	29	40	40	40
Level 2	5	28	40	40	40
Level 3	2				
Level 4					
Subtotal for Special Ed	12	57	80	80	80

English Language Learners	Year 1	Year 2	Year 3	Year 4	Year 5
Subtotal – ELL	2	3	9	20	20

Special Education-Residential	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1 Residential	0				
Level 2 Residential	0				
Level 3 Residential	0				
Level 4 Residential	0				
<i>Subtotal for Special Ed Residential</i>	0	0	0	0	0

English as a Second Language Residential	Year 1	Year 2	Year 3	Year 4	Year 5
LEP/NEP Residential	0				

Residential	Year 1	Year 2	Year 3	Year 4	Year 5
Residential	0				

At-Risk Students	Year 1	Year 2	Year 3	Year 4	Year 5
At-Risk					

Special Education Add-ons (ESY)	Year 1	Year 2	Year 3	[P	Year 5
Level 1 ESY					
Level 2 ESY					
Level 3 ESY					
Level 4 ESY					
<i>Subtotal for Special Ed – ESY</i>	0	0	0	0	0

TOTAL ENROLLMENT	135	300	450	600	750
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Charter Application
Planning Year and First Year Financial Projections

The Adult Career Technical Education School

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
REVENUE										
Per Pupil Charter Payments	-	-	-	-	-	368,141	368,141	368,141	368,141	1,472,565
Per Pupil Facilities Allowance	-	-	-	-	-	115,200	115,200	115,200	115,200	460,800
Federal Entitlements	93,750	93,750	93,750	93,750	375,000	-	-	-	-	-
Other Government Funding/Grants	62,500	62,500	62,500	62,500	250,000	62,500	62,500	62,500	62,500	250,000
Private Grants and Donations					-					-
Activity Fees					-					-
Other Income					-					-
TOTAL REVENUES	156,250	156,250	156,250	156,250	625,000	545,841	545,841	545,841	545,841	2,183,365
ORDINARY EXPENSE										
Personnel Salaries and Benefits										
Principal/Executive Salary	18,750	18,750	18,750	18,750	75,000	36,250	36,250	36,250	36,250	145,000
Teachers Salaries	36,000	36,000	36,000	36,000	144,000	73,000	73,000	73,000	73,000	292,000
Special Education Salaries					-	36,000	36,000	36,000	36,000	144,000
Summer School Salaries					-	-	-	-	-	-
Teacher Aides/Assistants Salaries					-	22,500	22,500	22,500	22,500	90,000
Before/After Care Salaries					-	-	-	-	-	-
Other Education Professionals Salaries					-	60,000	60,000	60,000	60,000	240,000
Business/Operations Salaries					-	42,000	42,000	42,000	42,000	168,000
Clerical Salaries	11,250	11,250	11,250	11,250	45,000	22,500	22,500	22,500	22,500	90,000
Custodial Salaries	8,000	8,000	8,000	8,000	32,000	11,250	11,250	11,250	11,250	45,000
Other Staff Salaries					-	18,000	18,000	18,000	18,000	72,000
Employee Benefits	4,995	4,995	4,995	4,995	19,980	22,000	22,000	22,000	22,000	88,000
Contracted Staff	30,000	30,000	30,000	30,000	120,000	37,500	37,500	37,500	37,500	150,000
Staff Development Expense					-	4,000	4,000	4,000	4,000	16,000
Subtotal: Personnel Expense	108,995	108,995	108,995	108,995	435,980	385,000	385,000	385,000	385,000	1,540,000
Direct Student Expense										
Textbooks	1,250	1,250	1,250	1,250	5,000	7,500	7,500	7,500	7,500	30,000
Student Supplies and Materials	75	75	75	75	300	4,500	4,500	4,500	4,500	18,000
Library and Media Center Materials	2,000	2,000	2,000	2,000	8,000	4,000	4,000	4,000	4,000	16,000
Student Assessment Materials					-	2,500	2,500	2,500	2,500	10,000
Contracted Student Services					-	2,750	2,750	2,750	2,750	11,000
Miscellaneous Student Expense					-					-
Subtotal: Direct Student Expense	3,325	3,325	3,325	3,325	13,300	21,250	21,250	21,250	21,250	85,000
Occupancy Expenses										
Rent	18,000	18,000	18,000	18,000	72,000	75,000	75,000	75,000	75,000	300,000
Building Maintenance and Repairs	-	-	-	-	-					-
Utilities	300	300	300	300	1,200	25,000	25,000	25,000	25,000	100,000
Janitorial Supplies	100	100	100	100	400					-
Contracted Building Services					-					-
Subtotal: Occupancy Expenses	18,400	18,400	18,400	18,400	73,600	100,000	100,000	100,000	100,000	400,000
Office Expenses										
Office Supplies and Materials	625	625	625	625	2,500	2,500	2,500	2,500	2,500	10,000
Office Equipment Rental and Maintenance	200	200	200	200	800	-	-	-	-	-
Telephone/Telecommunications	350	350	350	350	1,400	1,250	1,250	1,250	1,250	5,000
Legal, Accounting and Payroll Services	200	200	200	200	800	3,750	3,750	3,750	3,750	15,000
Printing and Copying	250	250	250	250	1,000	750	750	750	750	3,000
Postage and Shipping	50	50	50	50	200	875	875	875	875	3,500
Other					-					-
Subtotal: Office Expenses	1,675	1,675	1,675	1,675	6,700	9,125	9,125	9,125	9,125	36,500
General Expenses										
Insurance					-	3,750	3,750	3,750	3,750	15,000
Transportation					-	625	625	625	625	2,500
Food Service					-	12,500	12,500	12,500	12,500	50,000

Charter Application
Planning Year and First Year Financial Projections

The Adult Career Technical Education School

	Q1	Q2	Q3	Q4
Administration Fee (to PCSB)	1,563	1,563	1,563	1,563
Management Fee				
Interest Expense				
Other General Expense				
Subtotal: General Expenses	1,563	1,563	1,563	1,563
TOTAL ORDINARY EXPENSES	133,958	133,958	133,958	133,958
NET ORDINARY INCOME	22,293	22,293	22,293	22,293
Depreciation Expense				
NET INCOME	22,293	22,293	22,293	22,293
CASH FLOWS				
Operating Activities				
Depreciation				
(Increase)/Decrease in Current Assets				
Increase/(Decrease) in Current Liabilities				
Cash Flows from Operations	22,293	22,293	22,293	22,293
Investing Activities				
Purchase of property, plant and equipment				
Purchase of Investment securities				
Other investing activities				
Cash Flows from Investing	-	-	-	-
Financing Activities				
Proceeds from loans				
Repayment of loans				
Other financing activities				
Cash Flows from Investing	-	-	-	-
NET CHANGE IN CASH	22,293	22,293	22,293	22,293
Cash, Beginning Balance				
Cash, Ending Balance	22,293	22,293	22,293	22,293

Planning Year	Q1	Q2	Q3	Q4	Year 1
6,250	5,458	5,458	5,458	5,458	21,834
-					-
-					-
6,250	22,333	22,333	22,333	22,333	89,334
535,830	537,708	537,708	537,708	537,708	2,150,834
89,170	8,133	8,133	8,133	8,133	32,531
-					-
89,170	8,133	8,133	8,133	8,133	32,531
-					-
-					-
89,170	8,133	8,133	8,133	8,133	32,531
-					-
-					-
-					-
89,170	8,133	8,133	8,133	8,133	32,531
-					-
89,170	8,133	8,133	8,133	8,133	32,531

Charter Application
5-Year Financial Projections

THE ADULT CAREER TECHNICAL EDUCATION PCS

REVENUE

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
Per Pupil Charter Payments	1,472,565	3,327,876	4,990,337	6,428,880	7,534,160	9-12 per pupil all. Is \$11,580,alt.\$13,668
Per Pupil Facilities Allowance	460,800	921,600	1,382,400	1,843,200	1,996,800	Adult \$8,448.SPED 1 \$9,207,SPED 2
Federal Entitlements						\$11,390, ESL \$4.651
Other Government Funding/Grants	250,000	250,000	250,000	250,000	250,000	
Private Grants and Donations	-					
Activity Fees	-					
Other Income	-					
TOTAL REVENUES	2,183,365	4,499,476	6,622,737	8,522,080	9,780,960	

ORDINARY EXPENSE

Personnel Salaries and Benefits

Principal/Executive Salary	145,000	159,500	174,500	192,500	211,200	
Teachers Salaries	292,000	845,000	1,058,000	1,058,000	1,451,000	
Special Education Salaries	144,000	147,000	157,000	167,000	347,000	
Summer School Salaries	-					
Teacher Aides/Assistants Salaries	90,000	100,000	110,000	240,000	260,000	
Before/After Care Salaries	-	-	-	-		
Other Education Professionals Salaries	240,000	260,000	280,000	320,000	360,000	
Business/Operations Salaries	170,000	180,000	190,000	210,000	230,000	
Clerical Salaries	90,000	100,000	110,000	120,000	130,000	
Custodial Salaries	45,000	50,000	55,000	60,000	65,000	
Other Staff Salaries	72,000	77,000	82,000	87,000	92,000	
Employee Benefits	88,020					
Contracted Staff	150,000	200,000	250,000	300,000	350,000	
Staff Development Expense	16,000					
Subtotal: Personnel Expense	1,542,020	2,118,500	2,466,500	2,754,500	3,496,200	

Direct Student Expense

Textbooks	30,000	100,000	150,000	200,000	250,000
Student Supplies and Materials	18,000	56,000	112,000	224,000	448,000
Library and Media Center Materials	15,000	40,000	80,000	160,000	320,000
Student Assessment Materials	16,000	36,000	72,000	144,000	288,000
Contracted Student Services	10,000	40,000	80,000	160,000	320,000
Miscellaneous Student Expense	11,000	36,000	72,000	144,000	288,000
Subtotal: Direct Student Expense	100,000	308,000	566,000	1,032,000	1,914,000

Occupancy Expenses

Rent	300,000	330,000	366,000	400,000	440,000
Building Maintenance and Repairs	-				
Utilities	100,000	120,000	180,000	200,000	260,000
Janitorial Supplies	8,000	10,000	12,000	15,000	18,000
Contracted Building Services					
Subtotal: Occupancy Expenses	408,000	460,000	558,000	615,000	718,000

Office Expenses

Office Supplies and Materials	10,000	28,000	30,000	35,000	40,000
Office Equipment Rental and Maintenance	-				
Telephone/Telecommunications	5,000	5,800	6,200	6,600	7,200
Legal, Accounting and Payroll Services	15,000	16,000	17,000	18,000	18,000
Printing and Copying	3,000	6,600	7,000	7,600	8,000
Postage and Shipping	3,500	3,800	4,000	4,400	4,800
Other					
Subtotal: Office Expenses	36,500	60,200	64,200	71,600	78,000

General Expenses

Insurance	15,000	19,000	20,000	22,000	24,000
Transportation	2,500	5,000	6,000	6,600	72,000
Food Service	50,000	120,000	240,000	300,000	400,000

	Administration Fee (to PCSB)	21,834	44,995	66,227	85,221	97,810	
	Management Fee						
	Interest Expense						
	Other General Expense						
	Subtotal: General Expenses	89,334	188,995	332,227	413,821	593,810	
	TOTAL ORDINARY EXPENSES	2,175,854	3,135,695	3,986,927	4,886,921	6,800,010	
NET ORDINARY INCOME		7,511	1,363,781	2,635,810	3,635,159	2,980,950	
	Depreciation Expense						
NET INCOME		7,511	1,363,781	2,635,810	3,635,159	2,980,950	

CASH FLOWS***Operating Activities***

Depreciation
(Increase)/Decrease in Current
Assets
Increase/(Decrease) in Current
Liabilities

20,000				
10,000				
5,000				

Cash Flows from Operations

42,511 1,363,781 2,635,810 3,635,159 2,980,950

Investing Activities

Purchase of property, plant and
equipment
Purchase of investment securities
Other investing activities

-				-
-				-
-				-

Cash Flows from Investing

- - - - -

Financing Activities

Proceeds from loans
Repayment of loans
Other financing activities

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Cash Flows from Investing

- - - - -

NET CHANGE IN CASH

42,511 1,363,781 2,635,810 3,635,159 2,980,950

Cash, Beginning Balance

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Cash, Ending Balance

42,511 1,363,781 2,635,810 3,635,159 2,980,950

E. Founding Group Supporting Documents

E.1 Resumes

DEBORAH HAYMAN



Telephone: (202) 658-6082

Educational Background:

Masters of Education in Guidance and Counseling, Howard University, Washington, DC, 1978

Bachelor of Arts in Sociology, University of Maryland Eastern Shore, Princess Anne, Maryland, 1976

Continuing Education:

Executive Leadership Training, Dartmouth University, Hanover, New Hampshire, 1999

Post Graduate Studies, Research Development, Supervision, and Leadership, Howard University, Washington, DC, 1979

Honors and Awards:

University of Maryland Eastern Shore (UMES), Distinguished Alumni Hall of Fame Award; National Association for Equal Opportunity in Higher Education (NAFEO) Distinguished Alumni of the Year Citation; Who's Who in African American Businesses in America; Dean's List, Howard University; Northrup Grumman Scholarship Award

Civic Associations:

Washington, DC chapter of Association for Career and Technical Education, President; UMES National Alumni Association, 1st Vice President; Alpha Kappa Alpha Sorority Howard University Business Advisory Board, National Minority Supplier Council, National Association of Career Technical Education

Professional Experiences

2006-Present, Higher Development Academy, Washington, DC, President

1998-2006, Host Diversified Systems, CEO

1993-1998, Eastern Atlantic Transco, President

1993-1980 Area Mortgage Service Corporation, President

1980-1979 City of Hyattsville, Grants Administrator

1979-1977 Ward One Community Anti- Crime Inc., Deputy Director

Stanley Jackson



Stanley Jackson has served the District government for more than 20 years, most recently as Chief of Staff to the District of Columbia Chief Financial Officer (CFO) since May 2000. In this role, he helped the District of Columbia achieve financial recovery by working with the CFO to guide the organization through the delivery of the fourth Comprehensive Annual Financial Report. The report received a clean opinion from independent auditors and featured a balanced budget for the fourth consecutive year and a \$241 million surplus, which will enable the District to return to Home Rule on October 1, 2001, when the city's elected officials will have full authority to govern. Mr. Jackson was also instrumental in working with the CFO to assist the District in attaining bond-rating upgrades, ensuring a smooth budget process, and enabling the first Tax Increment Financing deal - the Spy Museum - to be accomplished.

Mr. Jackson Joined the District government in 1981 as a management analyst at the Office of Tax and Revenue (OTR), where he later became division manager, chief tax enforcement officer, and chief of Assessment Services Division. From 1995 until his appointment as Chief of Staff, Mr. Jackson served as OTR's Director of Customer Service Administration. As director he was responsible for planning, directing, implementing, managing, and monitoring the organization's customer service operations. Due to his efforts, customer service outreach grew significantly during the yearly tax season, and real property and delinquent tax information became more visible.

Throughout his tenure at OTR, Mr. Jackson was instrumental in designing and implementing a number of innovative programs to increase tax revenues for the District. As Chief of the Assessment Services Division, Mr. Jackson conducted the annual Real Property tax sale and implemented the Tax Lien Securitization Program. As the Chief Tax Enforcement Officer, Mr. Jackson was responsible for developing and implementing the Unclaimed Property Program and the Central Collection Program.

Mr. Jackson received a bachelor's degree from the University of North Carolina at Fayetteville, has done graduate work in business administration at Howard University, and recently completed a senior executive training course at Harvard University's John F. Kennedy School of Government. He is a member of several professional organizations including the National Association of Black Public Administrators, the National Association of Tax Administrators, and the Howard University Advisory Board for Public Policy.

Robert Bobb, President/CEO – The Robert Bobb Group

EDUCATION / CERTIFICATIONS

MS, Business, Western Michigan University, Kalamazoo, MI
BA, Political Science, Grambling State University, Grambling, LA
Certificate Program for Senior Executives in State and Local Governments, Harvard University's John F. Kennedy School of Government
Fellow, Broad Foundation Urban Schools Superintendents Maybe Academy Honorary Doctor of Laws Degree, Walsh College

Robert C. Bobb leverages more than 40 years of executive management experience in both the private and public sectors. He is the owner, President and CEO of The Robert Bobb Group, LLC (RBG), a multi-faceted private/public sector consulting firm specializing in: Public and Private Sector Turnaround Consulting and Advisory Services; Financial and Organizational Restructuring; Expert Witness Services; Budget Management Services; Labor Relations; Economic Development Advisory Services; Emergency Planning, Public Safety and Policing, Real Estate and Asset Management Services, Education, Local/State/Federal Government turnaround and contract negotiations. RBG primary objective is to help governments, schools, and businesses find financial and operational solutions, greater efficiency, and long-term viability.

Recently, Mr. Bobb served as Emergency Financial Manager of the 87,000-student Detroit Public Schools (DPS) from March 2009 through May 2011. Robert was appointed Emergency Financial Manager for DPS by Michigan Governor Jennifer Granholm, which was extended by her successor, Gov. Rick Snyder. DPS was a school district in crisis due to decades of mismanagement and corruption. He immediately assembled a team of national turnaround experts to address the district's legacy deficit and develop a Master Education Plan for 21st Century Teaching and Learning. In his first year as the Emergency Financial Manager of DPS the Michigan Association of School Administrators, a statewide association that represents the superintendents and first-line administrators of Michigan's local and intermediate school districts, named him the Champion for Children. Crain's Detroit Business recognized him as the Michigan Newsmaker of the Year by WXYZ-TV and along with Mayor Dave Bing as Newsmakers of the Year. The Detroit Turnaround story has been covered nationally by Time magazine, the Wall Street Journal, the Washington Post, Bloomberg BusinessWeek, the Bond Buyer, the Associated Press, and Education Week. He has appeared on CNN, National Public Radio, and Meet the Press.

Mr. Bobb is the former City Administrator and Deputy Mayor for Washington, D.C. and served as the District of Columbia's Homeland Security Advisor. He managed a workforce of approximately 20,000 employees and an annual budget of \$8 billion dollars. In November 2006 he was elected citywide as the President of the Washington, D.C. Board of Education and served on the Washington, DC State Board of Education. Mr. Bobb also serves as a member of the

Board of Directors for the Washington, DC Chamber of Commerce, as well as the Chairman of the Board for the DC Children's Youth Investment Trust Corporation.

THELMA B. THOMPSON, Ph.D.

President, University of Maryland Eastern Shore July 1, 2002 to August 15, 2011. Retired August 15, 2011.

Board of Visitors, University of Maryland Eastern Shore, 2002-11.

Member, University System of Maryland Financial Aid Task Force, 2004. Chair, Council of University System Presidents, 2006-07. Member, Maryland Commission on Autism, 2009-11.

Professor (English), Bowie State University, 1974-1976. Assistant Chair, English Department, 1979-88, Associate Dean and Professor, 1988-90, College of Liberal and Fine Arts, University of the District of Columbia. Dean, School of Arts and Letters, 1990-98, and Vice-President of Academic Affairs, 1998-2002, Norfolk State University. Maryland

*Born in Jamaica, West Indies. Teacher's diploma, Bethlehem Teachers College, Jamaica, 1960. Education certificate, London University, 1965. Howard University, B.A. (English), 1970, M.A. (English), 1972, Ph.D. (English Literature), 1978. Member, Modern Language Association; National Council of Teachers of English; African-American Writers' Guild; Phi Beta Kappa. Former President, College Language Association; National Association of College Professors of Language and Literature. Historian and board member, Middle Atlantic Writers Association, 1984-2000. Board of Directors, University System of Maryland Foundation, 2002-11; Community Foundation of the Eastern Shore, 2003-08. Member, Commission on Women in Higher Education, American Council on Education, 2003-06. Chair, Council of Chief Executive Officers, Mid-Eastern Athletic Conference, 2006-08. Co-founder, Caribbean Studies Association. Author, *The Seventeenth Century English Hymn: A Mode for Sacred and Secular Concerns* (1988); *Children's Day* (2013); *Bay Leaves and Cinnamon Sticks: Life is* (2013). Outstanding Graduate and Alumnus, New York Alumni, Bethlehem Teachers College, 2000. Administrator of the Year, Association of Educational Office Professionals, Norfolk State University, 2002. Service Award, Southern Association of Colleges and Schools, 2002. Award, Langston Hughes Society, 2002. Maryland's Top 100 Women, Daily Record, 2004.*

Derek Davis



PROFESSIONAL EXPERIENCE

Licensed professional barber since 1973

Founder, Derek's Barber Service, Washington, D.C. (1991-2002)

Partner, Davis Barber & Beauty Services (2002 - Present)

Barber/Special Education Instructor, H.D. Woodson Senior High School, D.C. Public Schools, Washington, D.C. (2001 – 2008)

Special Education Teacher, Mamie D. Lee Special Education Center, D.C. Public Schools, Washington, D.C. (2000)

Work-Based Coordinator, Vocational, and Transitional Services Unit, D.C. Public Schools (1999)

Special Education Teacher, Oak Hill Youth Center (1998)

Barber Instructor, Phelps Career Senior High School, D.C. Public Schools (1995 - 1998)

Barber Instructor, Derek's State Board Exam Seminars (1993 - Present)

Barber Instructor, Armstrong Adult Education Center, D. C. Public Schools (1982 - 1995)

Performed as a platform artist at the Bronner Brother Hair Show • Won first place in haircutting competition

CERTIFIED INSTRUCTOR

- Wrote the first curriculum for barber sciences for the District of Columbia Public Schools in 1982
- Honored with the Teacher-of-the-Year Award for the 1982-83 school year
- Designed, implemented and managed the first state-of-the-art barber program in the District's school system in 2001
- Credited for students having a 98 percent first-time pass rate on the written and practical barber exams
- Supervises students in providing free haircuts to homeless veterans
- Motivated students in becoming members of the Barbering and Cosmetology State Board, barber science teachers in the D.C. Public Schools, and starting their own barber businesses
- Successfully placed several students in barbering positions
- Received a special education certificate in 1999 from the University of the District of Columbia and utilized it to instruct students with special needs in barber science
- Designed and customized curriculum for students with learning disabilities at the Mamie D. Lee Special Education Center

- Taught barber science to adults at the Armstrong Adult Education Center for more than 13 years
- Licensed Barber, Bladensburg Barber School, Bladensburg, Maryland (1973)
- Bachelor of Arts, School of Communications – University of Maryland (1976)
- Graduate Studies in Education: Trinity College, George Washington University, University of the District of Columbia, University of Maryland and Catholic University (1984-2007)
- Coca Cola Access to Higher Education Program, D. C. Public Schools Mentors (1998)
- Special Education Certification Program, University of the District of Columbia (1999)

MILITARY EXPERIENCE

- United States Army, 18 years
- Captain, Military Police, Company Commander (1988)
- Commander, Military Police, Hurricane Hugo (1989)
- Commander, Military Police, Panama (1990)
- Commander, Military Police, Desert Shield/Storm (1991)
- Honors: Bronze Star, Army Commendation Medal, Distinguished Service Medal, Meritorious Service Medal

Roberta T. Eaton, CEO
RTE Contracting & Business Integrity Solutions

Roberta retired from the federal government after 32 years of service as an attorney in the Department of Defense and as an Assistant United States Attorney for the District of Columbia. She most recently served as General Counsel of the Defense Contract Management Agency (DCMA). DCMA provides the Army, Navy, Air Force, Marine Corps, and other Defense Agencies with contract management services in peace and war. As General Counsel, she managed 120 attorneys in offices located across the United States and in six foreign countries. She was responsible for delivering legal advice and services on acquisitions, contract management, labor law, criminal law, and ethics. She was also responsible for all agency litigation.

Prior to her service at DCMA, Roberta served with distinction as primary legal counsel to two Defense Logistics Agency (DLA) major subordinate commands, while also serving as Special Assistant for Contracting Integrity for an organization that procured and managed over 4 million items of material and administered over 360,000 prime contracts valued at more than \$120 billion. She also served as an Assistant U. S. Attorney for the District of Columbia.

During her tenure as Special Assistant for Contracting Integrity, Roberta was responsible for suspending and debarring nonresponsible contractors on behalf of the Director, DLA. As the Suspension and Debarment Official (SDO), she regularly participated in interdepartmental meetings and meetings of corporate ethics officials to educate the military services and industry concerning DLA's contractor integrity expectations.

In an effort to communicate the government's commitment to conduct business only with responsible companies and to suggest practices and programs that companies might employ to demonstrate corporate stewardship, Roberta frequently shared her criminal and suspension and debarment expertise with interested public and private organizations. Her speaking engagements included appearances as guest speaker for the Defense Industry Initiative, the American Bar Association, the Federal Bar Association, the National Conference for Women Government Contract Professionals, and various defense agencies.

Roberta is a member of the District of Columbia Bar and its Government Contracts and Litigation Section. She received her law degree from the University of Illinois, School of Law and her undergraduate degree from Alabama A & M University. During her federal career, Roberta received numerous awards, including the Presidential Rank Award, an award received by fewer than 6% of all career senior executives.

Rexie A. Yancey, Jr.



Management / Case Management

Administration, Staff Development, Case Management Human Resource Management,
Budgeting & Finance and Crisis Intervention

Profile: Senior Manager with diverse experience organizational development, monitoring and compliance, facilitation, budgeting and leadership development.

Qualified By:

- Atlanta University -Atlanta, Georgia, M.S.W., May 1985 - University of North Carolina, B.S., Social Work, May 1983
- Senior level management experience with increasing responsibilities including, budgeting, administration, monitoring, and compliance.

Experience:

Friendship Public Charter School, 120 Q Street, NE Washington, DC 20002

Director of Student Support Services, April 2008 to present

Managed kindergarten through 12th grade program components such as student support services, special education, counseling, guidance, intervention program, truancy prevention, transportation, homeless services, student transfer processes, discipline processes for the purpose of delivering services which conform to District of Columbia established guidelines and regulations. Monitored and managed student attendance, student discipline, suspensions, and expulsions for the purpose of ensuring that services comply with district, state and federal requirements.

Government of the District of Columbia, Office of the State Superintendent of Education

1150 5th Street, SE Washington, D.C. 20003, Manager of Compliance & Monitoring- July 2007 to March 2008

Reviewed and evaluated special education compliance issues/concerns with the Local Education Agencies to include charters and non-public schools. Supervised compliance specialist personnel. Documented and implemented all necessary actions to ensure program compliance and provide written analyses for all public schools in the District of Columbia. Managed the Office of Monitoring & Program Certification. Monitored special education in local educational agencies, and private placements schools where District of Columbia children with disabilities were placed. The schools included public, public charter, nonpublic day, and residential schools. Ensured that all disability programs were monitored and was primarily responsible for analyzing

and reviewing school based services to children and youth with specific concentration on severe emotional disturbance and mental health. Developed the guidelines and procedures that serve as the protocols for monitoring at the State Education Agency level (SEA). Worked with the local education agencies (LEAs), D.C. Child and Family Services Agency, D.C. Department of Mental Health, D.C. Department of Youth Rehabilitation Services, and the DC Medical Assistance Administration on the monitoring of programs to ensure local and federal compliance. Worked with US Department of Education to ensure that all federal grants related to Individuals with Disabilities Education Act (IDEA) are being monitored effectively. Provided supervision to special education monitors. Managed the quality assurance and compliance with federal government, accreditation, and school policies and regulations. Trained personnel in order to perform their jobs in full compliance of regulations.

District of Columbia Public Schools, State Enforcement & Investigation Division—Special Education Programs 825 North Capitol Street, NE Washington, D.C. 20002- Interim Executive Director - July 2006 to June 2007

Serve as the Division Director for the State Enforcement & Investigation Division in the District of Columbia Public Schools. The division includes the Special Education Hearings Office, State Mediation Office, State Complaint Office, and the Office of Monitoring & Program Certification. There are 40 employees. Responsible for grant funds totaling \$40 million. Reviewed and approved funding for special education programs operated by the local educational agencies in the District of Columbia. Managed the financial review of programs of the IDEA Part B grant. Provided technical assistance to local educational agencies. Served as a member of the State Management Team for the Chief State School Officer /Superintendent. Coordinated technical assistance to agencies related accessibility for the handicapped.

Catholic Charities of the Archdiocese of Washington, 924 G Street, NW Washington, D.C. 20018

Regional Director - September 1999 to October 2002

Served as Regional Director of housing programs for Catholic Charities of the Archdiocese of Washington. The Region was comprised of 12 programs with a total division workforce of 250 individuals. Managed the Family, SRO, Housing and Homeless programs which include Transitional, Permanent, Workforce Development and Supportive Services for the agency's District of Columbia programs. Directly supervised 12 managers. Established appropriate procedures and techniques for the recruitment of staff in the Region. Ensured Regional compliance with personnel policies. Implemented training to ensure compliance with local labor laws, disciplinary and employee improvement plans. Provided direction for managers to gain and develop best practices. Developed the Catholic Charities Training Institute. Designed a recruitment plan to meet staffing needs. Conducted compensation analysis and Developed Regional Tracking / Database for personnel compliance. Developed and maintained budgets and program expenditures, secured funding, from local, federal and private grant/foundation sources.

**Coalition for the Homeless, 1234 Massachusetts Avenue, N. W. Washington, D.C. 20005
Director Division of Case Management Services - July 1993 to September 1999**

Served as division director of all human services programs to include, housing services, homeless services, family services, welfare to work and clinical services programs to displaced populations. Managed the family emergency programs, family transitional program, two substance abuse treatment facilities, a day treatment program Homeless Elderly Males (HELP Program), and Family Intake and Eligibility for all families receiving services in the District of Columbia. Provided oversight of The D.C. Works Program-- U.S. Department of Labor Welfare to Work Program. Managed division budget and prepared budget improvement and allocation procedures. Developed and directed the substance abuse treatment programs in two emergency shelters that provide long term (inpatient) substance abuse treatment, managed budget for program, supervised clinical and administrative staff, provided oversight of the emergency assistance program for clients, services as contract monitor for programmatic issues with private and public agencies. Developed the family services treatment component and adapted the psychosocial model. Developed the quality assurance and utilization review component for the agency, Supervision of staff and developed staff development and training opportunities for all programmatic staff. Wrote and received funding for supplemental grants to assist in enhancing the programs. Served as staff liaison to the Program Committee of the Board of Directors.

Second Genesis Incorporated, 1320 Howard Street, NW - Washington, D.C. 20009-Clinical Manager

July 1990 to July 1993

Provided case management and substance abuse treatment to patients in residential therapeutic community. Provided individual psychotherapy, and group therapy. Served as liaison with agencies providing rehabilitative, housing and employment services. Served as a member of interdisciplinary health team to assess the social and educational needs progress of patients residing in drug treatment programs. Conducted periodic reviews to ensure quality assurance. Served as court liaison, prepared clinical summaries and interfaced with adult probation department, attorneys, and courts as necessary. Performed family therapy, family issues groups, and couples groups. Provided case management.

Prince George's County Dept. of Social Services Hyattsville, Maryland, Manager, Volunteer Services

July 1989 to June 1990

Managed and supervised the continuous integration of professional development resources with a workforce of 2,500 employees. Developed the process for the recruitment, placement, and retention of staff. Developed new program modules to respond to changing program needs and assessed program effectiveness. Coordinated resource development for departmental welfare program. Prepared and input budget data in cost and planning system. Ensured proper budget and resource allocation for volunteers and welfare programs. Monitored and analyzed expenditures against budget and plans. Identified variance occurrences and made recommendations for resolutions. Wrote and developed grants and proposals for programs. Coordinated and reviewed

the formal submission of proposals for program and services. Developed specialized reports for program managers to assist in forecasting financial and staffing needs. Interfaced financial information requirements with program requirements to forecast and review trends.

Atlanta University, Atlanta, Georgia, Director, Office of Alumni Affairs-April 1987 to June 1989

Implemented and administered the program for alumni's fund raising, designed incentive programs for the annual giving campaign, and solicited funding. Solicited funding from corporate and foundation sources, coordinated the planned giving program, phonathon coordinator, supervised data management and records personnel. Prepared financial statements and reports for boards and committees. Developed tracking system for contributions utilizing donor database. Analyzed tracking system with current budget to forecast budget improvements. Developed and managed office budget, trained alumni to serve as recruiters and volunteers for the University. Served as President's representative on various committees and at special events.

Georgia Department-of Human Resources, Atlanta, Georgia, Program Specialist, Eligibility Program-, November 1984 to March 1987

Provided technical assistance to County staff in the State of Georgia in the AFDC, Food Stamps, and Medicaid and Medical Assistance programs. Interpreted federal regulations and developed policy guidelines as they relate to the eligibility program. Prepared responses for Division Director, Commissioner, and Governor; designed procedures for the systematic handling of program fluids. Provided training for program staff acted as legislative lobbyist for department during Georgia General Assembly, managed the reporting of federally required performance of statistical data on regular basis, prepared budget requests and requests for improvements. Provided research of issues including eligibility determinations of clients and responded to advocacy groups in the legal system.

AFFILIATIONS:

American Public Human Services Association

National Association of Social Workers

National Society of Fund Raising Executives

J. Darrell Peterson

EDUCATION:

UNIVERSITY OF MARYLAND SCHOOL OF
LAW, Baltimore, MD

J.D. 1984.

Maryland Law Forum, Associate Editor (1983-1984)

UNION COLLEGE, Schenectady, NY

B.A. 1980, Sociology

EXPERIENCE:

JONES & ASSOCIATES, P.C., 111 S. Calvert St., Suite 2700, Baltimore, MD 21202

Principal Sep 97 – Present

Business Law and Transactions. Concentrating in corporation, partnership and business law, particularly business and asset sales and acquisitions, joint ventures, real property development and commercial leasing, franchise law, and as outside general counsel to closely held corporations and other business entities; and, Labor and Employment Law.

BLACK ENTERTAINMENT TELEVISION, INC., Washington, DC

Vice President and Senior Assistant General Counsel Aug 96 - Aug 97

Provided legal advice and counsel to various business units and subsidiaries regarding organizational, contractual and transaction matters including affiliate programming, joint ventures, and limited liability companies; supervised junior attorneys.

MILLER, CANFIELD, PADDOCK AND STONE, L.L.C., Washington, DC

Associate Dec 94 – Aug 96

Telecommunications and transactions practice representing state and local governments in connection with issues relating to cable television, satellite communications, and telephony. Also represented venture capital financiers in various financing transactions.

ALEXANDER, GEBHARDT, APONTE & MARKS, Silver Spring, MD

Senior Associate May 91 - Dec 94

General corporate and business law practice with a concentration in asset acquisitions, venture capital financing, bank loan restructuring and municipal finance.

WESTINGHOUSE ELECTRIC CORPORATION, Baltimore, MD May 86 - May 91

Section Manager: Supervised five contract management professionals and a support staff of two. Responsible for developing and coordinating negotiation strategy, advising senior management of project status, risk assessment, personnel matters, and administration. Section responsible for the negotiation and administration of a three hundred million dollar portfolio of international and domestic commercial contracts and U.S. Government contracts for the sale of sophisticated electronic equipment. (1990-1991)

Senior Contracts Advisor: Senior contracts advisor to the Surveillance Radar Division. Duties included reviewing, drafting and negotiating complex international and domestic commercial contracts and U.S. Government contracts, as well as rendering legal opinions on various issues. Co-authored the International Negotiation Manual for the Integrated Logistics Support Division. (1989-1990)

Industry Association Liaison: Liaison between Westinghouse Electric Corporation and several industry associations, including the Aerospace Industry Association of America, Inc. Represented the company by advocating its position on various issues within the associations. (1989-1990)

Contracts Management Representative: Duties included drafting, negotiating, and administering complex international and domestic commercial contracts and U.S. Government contracts. (1986-1988)

OFFICE OF THE ATTORNEY GENERAL, Department of Licensing and Regulation, Baltimore, MD

Staff Attorney Sep 85 - May 86

Represented various state agencies before administrative and District Court tribunals. Agencies represented include the Maryland Real Estate Commission, Maryland Home Improvement Commission, and the Maryland Board of Cosmetology.

CIRCUIT COURT OF MARYLAND FOR BALTIMORE CITY, Baltimore, MD

Law Clerk, David B. Mitchell, Judge. Aug 84 - Aug 85

Duties included drafting legal memoranda and opinions, legal research and general administration.

PROFESSIONAL AFFILIATIONS:

American Bar Association Monumental City Bar Association

Maryland State Bar Association National Bar Association

The Bar Association of Baltimore City

OTHER AFFILIATIONS:

Alpha Delta Phi Fraternity 1994-2007, General Counsel, DCMA

E.2 Board Member Agreement

See Agreements as separate file attachment to this submission and at Tab E.

E.3 Conflict of Interest Forms

See Forms as separate file attachment to this submission and at Tab E.

The Adult Career Technical Education Public Charter School

Trustee Performance Expectations

General Responsibilities:

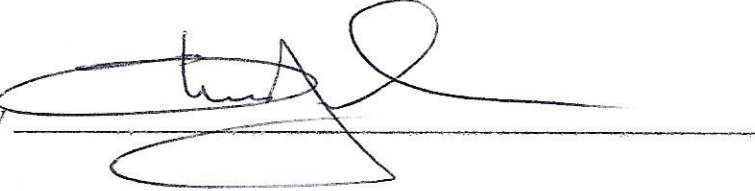
Each trustee is responsible for actively participating in the work of The ACTE PCS trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate only after she has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of The ACTE PCS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to the meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a month board meeting (2) hours
 - Participating on a board committee (2) hours
 - Reading materials, preparing for meetings (1) hour
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2) hours
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of The ACTE PCS.

9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Board of Trustees of The ACTE PCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Signed By

A handwritten signature in black ink, featuring a large, stylized loop and a horizontal line extending to the right, positioned over a horizontal line.

The Adult Career Technical Education Public Charter School

Trustee Performance Expectations

General Responsibilities:

Each trustee is responsible for actively participating in the work of The ACTE PCS trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate only after she has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

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6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of The ACTE PCS.

9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Board of Trustees of The ACTE PCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Signed By

A handwritten signature in black ink, appearing to read "Linda D. Hyatt", is written over a horizontal line. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

The Adult Career Technical Education Public Charter School Trustee

Performance Expectations

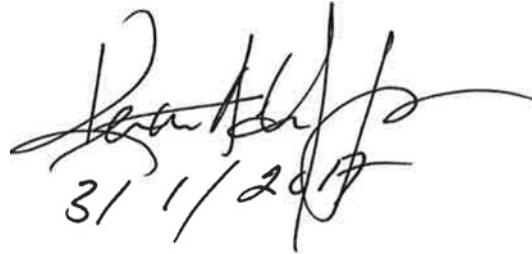
General Responsibilities:

Each trustee is responsible for actively participating in the work of TACTE PCS trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate only after she has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of TACTE PCS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
Focus on the good of the organization and group, not on a personal agenda
Support board decisions once they are made
Participate in an honest appraisal of one's own performance and that of the board
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31/1/2017

The Adult Career Technical Education Public Charter School

Trustee Performance Expectations

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Signed By

A handwritten signature in black ink, consisting of stylized, overlapping loops and strokes, positioned above a horizontal line.

The Adult Career Technical Education Public Charter School

Trustee Performance Expectations


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Signed By 

The Adult Career Technical Education Public Charter School

Trustee Performance Expectations

General Responsibilities:

Each trustee is responsible for actively participating in the work of The ACTE PCS trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate only after she has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of The ACTE PCS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to the meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a month board meeting (2) hours
 - Participating on a board committee (2) hours
 - Reading materials, preparing for meetings (1) hour
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2) hours
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of The ACTE PCS.

9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Board of Trustees of The ACTE PCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Signed By 

The Adult Career Technical Education Public Charter School

Trustee Performance Expectations

General Responsibilities:

Each trustee is responsible for actively participating in the work of The ACTE PCS trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate only after she has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of The ACTE PCS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to the meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a month board meeting (2) hours
 - Participating on a board committee (2) hours
 - Reading materials, preparing for meetings (1) hour
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2) hours
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of The ACTE PCS.

9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Board of Trustees of The ACTE PCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

Signed By

Thelma B Thompson

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family 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 charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family 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 management organization or other contractors?		✓
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

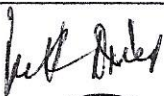


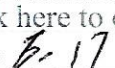
Signature <i>Deborah Hayman</i>	
Click here to enter text. Name <i>Deborah Hayman</i>	Click here to enter text. Title <i>President</i>
Click here to enter text. Name of Proposed School <i>TACTE</i>	Click here to enter text. Date <i>March 3, 2017</i>

To download an editable version of this form, visit: <http://bit.ly/1LbJBCj>

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		X
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
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5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		X
7 Did you or your spouse provide any start-up funds to the proposed charter school?		X
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
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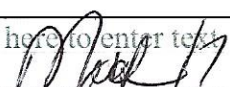
Signature 	
Click here to enter text. Name 	Click here to enter text. Title
Click here to enter text. Name of Proposed School 	Click here to enter text. Date 

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Conflict of Interest Form

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Questions	Yes	No
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5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		X
7 Did you or your spouse provide any start-up funds to the proposed charter school?		X
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
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Signature 	
Click here to enter text. Name	Click here to enter text. Title
Click here to enter text. Name of Proposed School	Click here to enter text. Date 

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Conflict of Interest Form

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5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
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7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
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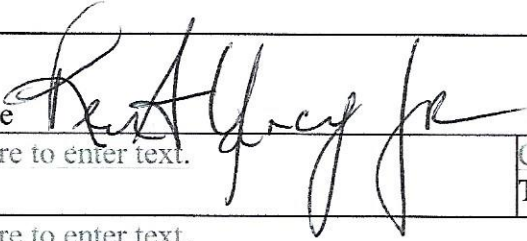
Signature <i>Thelma P. Thompson</i>	
Click here to enter text.	Click here to enter text.
Name	Title
Click here to enter text.	Click here to enter text.
Name of Proposed School <i>ACTB</i>	Date <i>3/20/17</i>

To download an editable version of this form, visit: <http://bit.ly/1LbJBCj>

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		X
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6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		X
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8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
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Signature 	
Click here to enter text. Name	Click here to enter text. Title
Click here to enter text. Name of Proposed School	Click here to enter text. Date 3-2-14

To download an editable version of this form, visit: <http://bit.ly/1LbJBCj>

Conflict of Interest Form

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Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
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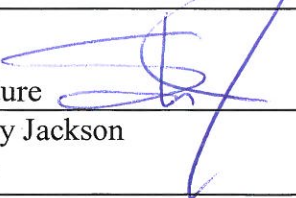
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8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
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11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature 	
Stanley Jackson Name	President & CEO, AEDC Title
Name of Proposed School	March 4, 2016 Date

F. Additional Required Documents

F.1 Articles of Incorporation¹⁹



A District of Columbia Non-profit Public Benefit Corporation

FIRST: We, the undersigned, being at least 21 years of age, hereby form a corporation under the District of Columbia Non-Profit Corporation Act (the “Act”).

SECOND: The name of the Corporation (the “Corporation”) is **The Adult Career Technical Education Public Charter School**

THIRD: The Corporation is organized and shall be operated exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations under Section 501(c)(3) of the Internal Revenue Code (or the corresponding section of any future federal tax code) and for the following purposes:

(a) To provide training, career technical education, academic education, job and career counseling, basic and/or remedial education, skills enhancement training and continuing education to adults and youth seeking employment;

(b) To receive grants, donations, devises, bequests, legacies, gifts and other contributions in money or property without limitation as to amount of value, except such limitation, if any, as may be specifically imposed by law, and to

¹⁹ Template adopted in whole from A Complete Guide for Starting A Non-Profit Organization. See www.form1023.org.

own, hold, manage, invest and reinvest all such property received by it and to use and apply the net income and principal of all such property in such manner and at such time as the Corporation may deem best for the furtherance and development of the purposes of the Corporation;

(c) To select, contract for and conduct fund raising activities by all legal means to promote the purposes and objectives of the Corporation;

(d) To establish, promote and conduct events and activities necessary to further the general aims of this Corporation:

(e) To acquire equipment, supplies, services and materials consonant with the Corporation's objectives;

(f) To make, draw, accept or endorse drafts, bills of exchange and negotiable instruments of all kinds permitted by law; and

(g) To have and to exercise to the extent necessary or desirable for the accomplishment of any of the aforesaid purposes, and to the extent that they are not inconsistent with the charitable and/or educational purposes of the Corporation, any and all powers conferred upon nonprofit corporations by the Act.

FOURTH: The address of the registered office of the Corporation is 4646 Livingston Road, SE, Washington, D.C. 20032. The name and address of the registered agent of the Corporation is Stan Jackson, at 4646 Livingston Road, SE, Washington, D.C. 20032.

FIFTH: The Corporation is not authorized to issue any capital stock.

SIXTH: The Corporation shall have no members.

SEVENTH: The activities and internal affairs of the Corporation shall be managed under the direction of its Board of Directors. There shall be two (2) classes of Directors: Class A Directors and Class B Directors. The Class A Directors shall possess all voting powers with respect to the election of directors to the Board of Directors. Except as otherwise specifically provided herein (including the immediately foregoing sentence) or in the Bylaws of the Corporation, the powers, duties and authority of the Class A Directors and the Class B Directors shall be identical in all respects. The Class A Directors as

provided in the Bylaws shall elect directors annually. The initial number of Directors shall be three (4), until changed as provided in the Bylaws of the Corporation. The number of Directors may be increased or decreased in the manner provided in the Bylaws but shall never be less than three (3), nor more than Seven (7). The names and addresses of the persons who will serve as Directors until the first annual meeting of Directors and until their respective successors are elected and qualify are:

Class A Director:

1. Deborah Hayman
4646 Livingston Road, SE
Washington, DC 20032

Class B Directors:

2. Stan Jackson
4646 Livingston Road, SE
Washington, DC 20032

EIGHTH: The powers of the Corporation shall be subject to the following terms, provisions and limitations:

(a) No part of the net earnings of the Corporation shall inure to the benefit of any Director or officer of the Corporation, or any private person, except that reasonable compensation may be paid for services actually rendered to or for the Corporation, and no Director or officer of the Corporation, or any private person shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. Except as provided and permitted under Sections 501(h) and 4911 of the Internal Revenue Code of 1986 and the Regulations there under, as they now exist or as they may hereafter be amended (hereinafter collectively referred to as “The Internal Revenue Code”), no substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidates for public office.

(b) Notwithstanding any other provisions of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted, or carried on by an organization exempt under Section 501(c)(3) of The Internal Revenue Code or by an organization contribution to which are deductible under Section 170(c)(2) thereof.

(c) In the event of the liquidation, dissolution or winding up of the Corporation in any manner or for any reason whatever, all of the assets of the Corporation after the payment of the obligations and liabilities of the Corporation shall be transferred to one or more domestic corporations or associations as may be selected by the Corporation's Directors; provided, further, however, that any transferee corporation shall qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code.

(d) To the maximum extent that limitations on the liability of Directors and officers are permitted by the Act and the provisions of Internal Revenue Code of 1986 dealing with tax-exempt organizations, as from time to time amended, no Director or officer of the Corporation shall have any liability to the Corporation for money damages. This limitation on liability applies to events occurring at the time a person serves as a Director or officer of the Corporation whether or not such person is a Director or officer at the time of any proceeding in which liability is asserted. No amendment or repeal of this paragraph, or the adoption of any provision of the Corporation's Charter inconsistent with this paragraph, shall apply to or affect in any respect the liability of any Director or officer of the Corporation with respect to any alleged act or omission which occurred prior to such amendment, repeal or adoption.

(e) To the maximum extent permitted by the Act and the provisions of the Internal Revenue Code of 1986 dealing with tax-exempt organizations, as from time to time amended, the Corporation shall indemnify its currently acting and its former Directors against any and all liabilities and expenses incurred in connection with their services in such capacities, shall indemnify its currently acting and its former officers to the full extent that indemnification shall be provided to Directors, and may indemnify its employees and agents and persons who serve and have served, at its request as an officer, partner, director, employee or agent of another corporation, partnership, joint venture or other enterprise as may be determined by the Board of Directors. The Corporation shall, also to the same extent, advance expenses to its Directors, officers and other indemnified persons, if any, and may by bylaw, resolution or agreement make further provision for indemnification of Directors, officers, employees and agents. No amendment or repeal of this paragraph, or the adoption of any provision of the Corporation's Charter inconsistent with this paragraph, shall apply to or affect in any respect the indemnification of any Director or officer of the Corporation with respect to any alleged act or omission which occurred prior to such amendment, repeal or adoption.

NINTH: The duration of the Corporation shall be perpetual.

TENTH: The Corporation reserves the right to make from time to time, by the vote or written assent of a majority of its Directors, any amendments to the Articles which may now or hereafter be authorized by law. For this purpose, the Directors shall be the only members of the Corporation entitled to vote on the question.

The undersigned acknowledge these Articles of Incorporation to be their act this 21 day of February 2017.

Deborah Hayman
4646 Livingston Road, SE
Washington, DC 20032

Stan Jackson
4646 Livingston Road, SE
Washington, DC 20032

ACKNOWLEDGEMENTS

DISTRICT OF COLUMBIA

To Wit:

On this day of _____, 2017, before me, the undersigned, a Notary Public in and for said jurisdiction, personally appeared Deborah Hayman, known to me (or proved to me on the basis of satisfactory evidence) to be the person whose name is subscribed to the foregoing Articles of Incorporation and acknowledged to me that she executed the same.

Notary Public

My Commission Expires:

F.2**Bylaws****BY-LAWS²⁰****ARTICLE I****NAME**

The name of this corporation shall be **The Adult Career Technical Education Public Charter School** (TACTE PCS). The business of the corporation may be conducted as The Adult Career Education Public Charter School or TACTE.

ARTICLE II**PURPOSE**

TACTE is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

TACTE is specifically organized to establish and operate a public charter school, creation of services for adult education, job training and job placement. The school has no religious purpose.

ARTICLE III**MEMBERS AND POWER**

The directors of the Corporation also constitute the members of the corporation and, when meeting as directors, may exercise the rights and powers of members.

²⁰ Template adopted in whole from A Complete Guide for Starting A Non-Profit Organization.
See www.form1023.org

SECTION 1. General Powers

The business and affairs of the Corporation shall be managed under the direction of its Board of Directors consisting initially of those individuals named in the Articles of Incorporation. In addition to the powers expressly conferred upon them by these Bylaws, the Board of Directors may exercise all the powers of the Corporation. From time to time, the Board of Directors may delegate to officers of the Corporation such powers and duties as it may see fit in addition to those specifically provided in these Bylaws. The Directors serving as such from time to time shall be the members of the Corporation.

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any all lawful acts which may be necessary or convenient to affect the charitable purpose, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The power of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

SECTION 2. Number and Tenure

The Board of Directors shall initially consist of three (3) members. The number of Directors may be increased or decreased by the vote of a majority of the Class A Directors; provided, however that the total number of Directors shall never be less than three (3), nor more than eleven (11). The Directors shall be appointed by a majority of the Class A Directors. All Class A Directors shall serve for a term of two (2 -3) years and until a successor shall have been elected and qualify. Directors may be reappointed to successive terms. The Board of Directors shall keep minutes of its meetings and a full account of its transactions. If, for whatever reason, there are no Class A Directors at the time of any election of directors or at the time a vote on an increase or decrease in the number of directors comes before the Board of Directors, then the vote of a majority of the remaining Directors shall be sufficient for the Board of Directors to act on those issues.

SECTION 3. Regular Meetings

A regular annual meeting of the Board of Directors shall be held during the month of April in each year, on a day, and at a time and place to be determined by the Chairman of the Board of Directors. Other regular meetings shall be held on such dates and at such times as may be designated from time to time by the Chairman of the Board of Directors.

SECTION 4. Special Meetings

Special meetings of the Board of Directors may be called by the Chairman of the Board of Directors, the President or by a majority of the Directors.

SECTION 5. Place of Meetings

The Board of Directors may hold its regular and special meetings at such place within or without the District of Columbia as it may from time to time determine. In the absence of such determination, regular and special meetings of the Board of Directors shall be held at the principal business office of the Corporation.

SECTION 6. Notices

Notice of the place, day and hour of every regular and special meeting shall be given to each Director:

1. By notice in writing mailed postage prepaid not later than the third day before the day set for the meeting and addressed to the Director's last known post office address according to the records of the Corporation; or

2. By telegraphic or telephonic communication or by notice in writing delivered personally or left at the Director's residence or usual place of business not later than the second day before the day set for the meeting.

No notice of the time, place or purpose of any meeting need be given to any Director, who, in writing executed and filed with the records of the meeting either before or after the holding thereof, waives such notice or who attends the meeting.

SECTION 7. Quorum

One-third of the Board of Directors shall constitute a quorum for the transaction of business at every meeting; but if at any meeting there be less than a quorum present, a majority of those present may adjourn the meeting from time to time, but not for a period in excess of 30 days, without notice other than by announcement at the meeting, until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called. Except as otherwise provided in the Charter or these Bylaws, the action of a majority of the Directors present at a

meeting at which a quorum is present shall be the action of the Board of Directors. Notwithstanding anything herein to the contrary, a majority of the Class A Directors shall constitute a quorum for the purpose of electing Directors to the Board of Directors.

SECTION 8. Vacancies

Any vacancy occurring in the Directors or any vacancy created by an increase in the number of Directors may be filled in the manner provided in Section 2 hereof with respect to the appointment of such Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

SECTION 9. Removal and Resignation

Any Director may be removed from office at any time, with or without cause, by a majority vote of the Class A Board of Directors and another may be appointed in the place of the person so removed by a majority vote of the Class A Directors then in office to serve for the remainder of the term. A Director may resign at any time by giving written notice to the Board of Directors, or the Chairman or Secretary of the Corporation. Unless otherwise specified in the notice, the resignation shall take effect upon acceptance thereof by the Board of Directors or the Chairman of the Board of Directors.

SECTION 10. Compensation

Directors shall receive no compensation for their services as such but may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

SECTION 11. Informal Action by Directors

Any action of the Directors may be taken without a meeting if consent in writing setting forth the action taken is signed by all Directors and filed with the minutes of the Corporation.

SECTION 12. Telephone Conference

Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meetings can hear each other at the same time and participation by such means shall constitute presence in person at the meeting.

ARTICLE IV

OFFICERS

SECTION 1. In General

The Board of Directors may choose a Chairman of the Board from among the directors. The Board of Directors shall elect a President, a Treasurer, a Secretary, and may elect one or more Vice Presidents, Assistant Secretaries and Assistant Treasurers, as the Board may from time to time deem appropriate. All officers shall hold office only during the pleasure of the Board or until their successors are chosen and qualify. Any two of the above offices, except those of President and Secretary, may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity when such instrument is required to be executed, acknowledged or verified by any two or more officers. The Board of Directors may from time to time appoint such other agents and employees with such powers and duties, as the Board may deem proper. In its discretion, the Board of Directors may leave unfilled any offices except those of President, Treasurer and Secretary.

SECTION 2. Chairman of the Board

The Chairman of the Board, if one is elected, shall have the responsibility for the implementation of the policies determined by the Board of Directors and for the administration of the business affairs of the Corporation. The Chairman shall preside over the meetings of the Board if present at the meeting. The Chairman shall be the Chief Executive Officer of the Corporation if so designated by resolution of the Board.

SECTION 3. President

The President shall have the responsibility for the active management of the business and general supervision and direction of all of the affairs of the Corporation. In the absence of a Chairman of the Board, the President shall preside over the meetings of the Board if present at the meeting, and shall perform such other duties as may be assigned by the Board of Directors or the Executive Committee. The President shall have the authority on the Corporation's behalf to endorse securities owned by the Corporation and to execute any documents requiring the signature of an executive officer. The President shall perform such other duties as the Board of Directors may direct and shall be the Chief Executive Officer of the Corporation unless the Chairman of the Board is so designated by resolution of the Board.

SECTION 4. Vice President

The Vice President shall be vested with all the power and may perform all the duties of the President in his or her absence. Any Vice President shall perform such other duties as from time to time may be assigned to him or her by the Chairman of the Board, the President, the Board of Directors, or the Executive Committee.

SECTION 5. Secretary

The Secretary shall keep minutes of the meetings of the Board of Directors, ensure that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, and be custodian of the corporate records and of the seal of the Corporation. In general, he or she shall perform all duties incident to the office of Secretary and the President or the Board of Directors assigns such other duties as from time to time. If required by the Board of Directors, he or she shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine, the cost of which shall be borne by the Corporation.

SECTION 6. Treasurer

The Treasurer shall have charge and custody of all funds and securities of the Corporation, receive and give receipts for monies due to the Corporation, and deposit all such monies in the name of the Corporation in such banks or other depositories as shall from time to time be selected by the Board of Directors. In general, he or she shall perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Chairman of the Board, the President or by the Board of Directors.

SECTION 7. Assistant Officers

Each Assistant Secretary and Assistant Treasurer (if any) shall hold office for such period and shall have such authority and perform such duties as the Board of Directors may prescribe.

SECTION 8. Compensation

No officers shall receive any compensation for their services as such but may, by resolution of the Board of Directors, be allowed reimbursement for their expense, actually and reasonably incurred on behalf of the Corporation.

SECTION 9. Removal

The Board of Directors shall have the power to remove any officer with or without cause. The Board may authorize any officer to remove subordinate officers.

SECTION 10. Vacancies

The Board of Directors at any regular or special meeting shall have the power to fill a vacancy occurring in any officer ship.

ARTICLE V**COMMITTEES****SECTION 1. Executive Committee of Directors**

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate from among its members an Executive Committee consisting of such number of Directors as may be specified in the resolution, which Committee, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, except that such Committee shall have no authority to amend, alter, or repeal the Bylaws, to elect, appoint or remove any Director or officer of the Corporation, or to approve any charter document required to be filed with the State Department of Assessments and Taxation of Maryland.

SECTION 2. Other Committees

The Board of Directors may by resolution constitute and appoint such other committees to perform such other duties and functions as the Board may deem appropriate.

SECTION 3. Term of Office

Each member of every committee shall continue in office at the pleasure of the Board of Directors.

SECTION 4. Chairman

One member of each committee shall be appointed chairman, either directly by the Board of Directors or in such other manner as the Board of Directors may prescribe.

SECTION 5. Quorum

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

SECTION 6. Rules

Each committee may adopt rules for its own government not inconsistent with the Articles of Incorporation, with these Bylaws, with rules adopted by the Board of Directors, or with any applicable law of the District of Columbia.

ARTICLE VI**CONTRACTS, CHECKS, DEPOSITS AND GIFTS****SECTION 1. Contracts**

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. Checks, Drafts, Etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 3. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or other depositories as the Board of Directors may select.

SECTION 4. Gifts

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VII

NON-DISCRIMINATION PROVISIONS

SECTION 1. Non-discriminatory Employment.

All Directors and officers of the Corporation in carrying out the management, business, general supervision and direction of all of the affairs of the Corporation shall comply with all state and federal Equal Employment Opportunity laws as they now exist or may hereafter be amended.

SECTION 2. Non-discriminatory Application of Corporate Services.

All Directors and officers of the Corporation in carrying out the management, business, general supervision and direction of all of the affairs of the Corporation shall not discriminate on the basis of race, color, creed, religion, sex, political affiliation, marital status, age, or national origin against any individual who seeks to make use of any of the Corporation's services which it provides.

ARTICLE VIII

SUNDRY PROVISIONS

SECTION 1. Fiscal Year.

The fiscal year of the Corporation shall be the twelve-month period beginning January 1 and ending December 31 unless some other fiscal year is specified by resolution of the Board of Directors.

SECTION 2. Seal.

The Corporation shall not have a seal. In lieu of affixing a corporate seal to any document, it shall be sufficient to meet the requirements of any law, rule, or regulation relating to a corporate seal to affix the word "(SEAL)" adjacent to the signature of the authorized officer of the Corporation.

SECTION 3. Indemnification.

To the extent that charitable immunity is not available as a defense, to the maximum extent permitted by the District of Columbia Non-Profit Corporation Act as from time to time amended, and the Internal Revenue Code of 1986 as amended, the Corporation shall indemnify its

currently acting and its former Directors, officers, agents and employees for acts and omissions (and/or any liabilities therefore) arising out of the normal course of business, excluding however liability for intentional torts and for punitive damages.

SECTION 4. Non-profit Status and Exempt Activities Limitations

- (A) Non-profit Legal Status. TACTE is a District of Columbia non-profit benefit corporation, recognized as tax exempt under Section 501 (c)(3) of the United States Internal Revenue Code.
- (B) Exempt, Activities Limitation. Notwithstanding any other provision of these Bylaws, no director officer, employee, member, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501 (c)(3) of the Internal Revenue Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as it now exists or may be amended.
- (C) Distribution Upon Dissolution. Upon termination, dissolution or closure of TACTE, any assets lawfully available for distribution shall be distributed or returned to OSSE in accordance with D. C. Code §§ 38-1802.04(c)(16), 38-1802.13a(c)(1).

SECTION 5. Amendments to Bylaws.

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted, by the vote of a majority of the entire Board of Directors at any regular meeting or at any special meeting called for that purpose.

Governance and management **a. Board of Trustees**

The Board of Trustees of The Adult Career Technical Education PCS supports a governance philosophy where the board makes broad policies based on school obligations, mission, and goals, and where the board has an advisory role, focusing on productivity and results. We strive to have each board member bring value to the school through active participation and to sustain cooperation and harmony between management

and the board. Lastly, we recognize that the success of our school lies in part in our ability to govern with commitment and skill.

Governance Style

Our board defines policies that clarify roles and responsibilities, philosophies, and Expectations for the school organization, and assures a system of accountability. TACTE PCS Board policies define the board's collective beliefs, commitments, and vision.

Roberts Rules govern meetings and voting with majority rule makes decisions. This model is fairly structured and expedient. There is no requirement or expectation that every member contributes dissenting views on each topic or support every decision made. Minority views of members are not always aired. It is a majority rule, decision-making culture. Sometimes decisions are made by consensus; often-final decisions have been modified through discussion.

It is the Board of Trustees intent to start our Charter School off on sound footing with a well-informed and self-disciplined Board of Trustees at the helm, defined governance policies that provide organizational and board consistency, and a high standard of governance behavior. We meet to discuss, and be trained in governance policy matters before it assumes the new leadership role. At the board's first official meeting, we have adopted officers and statute-compliant governance policies to set the stage for future meetings and proceedings. Copies of board policies will be made available through our school's main office. In the future our policies shall be posted on the school's web site.

From time to time the members of the TACTE PCS will utilize the free and fee paid services of local not for profit organizations including Center for Non Profit Advancement, Office of Partnerships and Grants and the Foundations Center for Board of Director Training and Educational Training Programs for Board Development.

Board Officers

The officers of the Board of Trustees for TACTE PCS shall be Chairperson, Vice Chairperson, and Secretary. Each officer shall serve a three- year term beginning at the annual organizational meeting. Annually, a slate of positions and terms will be available for the record.

The Board Secretary or the school's coordinator/administrator shall serve as Clerk of the Board.

Parliamentary Procedure

Roberts' Rules of Order, Revised, and the provisions of The District of Columbia Education Laws Annotated shall govern the procedures of THE ADULT CAREER TECHNICAL EDUCATION (PCS). Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and to the point, utilizing the most current version of *Robert's Rules of Order*

Method of Election of Officers

The three officers of the Board—the Chairperson, Vice

Chairperson, and Secretary—shall be elected by majority vote of those present* at the annual organizational meeting and shall serve until the next annual organizational meeting. Any board officer vacancy may be filled at any meeting of the

Board provided that all members of the Board have been so notified prior to any meeting at which a Board officer vacancy will be filled.

Board Officers: Chairperson

In fulfilling all duties and providing leadership to the Board of Trustees, the Chair must follow, and assure others follow, Board policy and all laws that apply. The Chair of the Board of Trustees shall preside at all meetings in accordance with Board policy and parliamentary procedure. Other duties include, but are not limited to, the following:

- Determine agenda with the assigned school coordinator/administrator,
- Sign contracts and other instruments on behalf of the Board, but only if so authorized by the Board*
- Appoint a member to act as Secretary when the Board's assigned Secretary is absent
- Appoint Board subcommittees and assign a chairperson,
- Appoint Board members to represent the Board with government offices, organizations, or school districts
- Select members of advisory committees to the Board, in consultation with the Board
- Present the Board a roster of Board subcommittees and advisory committees at the annual organizational meeting so the Board can determine if continuation is desired or necessary
- Cancel and/or reschedule Board meetings for good cause after consultation with Board members and the school coordinator/administrator
- Direct the school coordinator/administrator to call special meetings and/or emergency meetings of the Board, as necessary,
- Maintain communication with the school coordinator/administrator, as needed

*The Chair of the Board shall have such other powers and duties as the Board may from time to time.

Board Officers: Vice-Chairperson

The Vice Chairperson shall have the powers and duties of the Chairperson during his/her absence or disability, and shall have such other powers and duties as the Board may from time to time determine and assign.

- The Vice Chair shall act as a

- Liaison between OSSE, DCPS
- Board specialist for long-range facility planning
- Co-Chair specified duties of the Chairman

Board Officers: Secretary

The Secretary shall record or cause to have recorded the minutes of all organizational, regular, special Board meetings, and any non-public sessions. Procedures for recording minutes are outlined as follows:

- Record all votes at Board meetings by last name, except unanimous votes may be recorded as such,
- Record in the minutes of all public meetings and other proceedings the full names of members and persons appearing before the meeting (persons in the audience do not need names recorded),
- Record a brief description of the subject matter discussed,
- Record final decision(s) of any Board action,
- Provide draft minutes for public inspection, so labeled, within required timelines*,
- Make any corrections to the draft minutes that may be necessary following the Board meeting where minutes are reviewed and approved,
- Sign the final copy with any adjustments after acceptance by the Board, and return original, approved copy to the school's administrative office for filing in the permanent school record.

F.3**Code of Ethics and Conflict of Interest**

The Adult Career Technical Education PCS
Creating Career Pathways

A District of Columbia Non-profit Public Benefit Corporation

CODE OF ETHICS AND CONFLICT OF INTEREST**POLICY²¹****ARTICLE I****Purpose**

It is important for The Adult Career Technical Education PCS (hereafter “TACTE” or “TACTE PCS”) directors, officers, and staff to be aware that both real and apparent conflicts of interest or dualities of interest sometimes occur in the course of conducting the affairs of the corporation and that the appearance of conflict can be troublesome even if there is in fact no conflict whatsoever. Conflicts occur because the many persons associated with the corporation should be expected to have, and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. In these situations a person will sometimes owe identical duties of loyalty to two or more corporations. The purpose of the conflict of interest policy is to protect the corporation’s tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. The policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations.

²¹ Adopted in whole as template from A Complete Guide for Starting A Non-Profit. See. www.form1023.org

Conflicts are undesirable because they potentially or eventually place the interests of others ahead of the corporation's obligations to its charitable purposes and to the public interest. Conflicts are also undesirable because they often reflect adversely upon the person involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, the long-range best interests of the corporation do not require the termination of all association with persons who may have real or apparent conflicts that are harmless to all individuals or entities involved.

Each member of the board of directors and the staff of the corporation has a duty of loyalty to the corporation. The duty of loyalty generally requires a director or staff member to prefer the interests of the corporation over the director's/staff's interest or the interests of others. In addition, directors and staff of the corporation shall avoid acts of self-dealing which may adversely affect the tax-exempt status of the corporation or cause there to arise any sanction or penalty by a governmental authority.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

ARTICLE II

Definitions

2.1 Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest

A person has a financial interest if the person has, directly or indirectly, thorough business, investment, or family:

- (a) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
- (b) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III

PROCEDURES

3.1 Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement

3.2 Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest

(a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) **After** exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and

reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy

(a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

RECORDS OF PROCEEDINGS

4.1 Minutes

The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

COMPENSATION

5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person:

- (a) Has** received a copy of the conflicts of interest policy,
- (b) Has** read and understands the policy,
- (c) Has** agreed to comply with the policy, and
- (e) Understands** that the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII

PERIODIC REVIEWS

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a)** Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- (b)** Whether partnerships, joint ventures, and arrangements with management corporations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE VIII

**CERTIFICATE OF ADOPTION OF CODE OF ETHICS AND CONFLICT OF
INTEREST POLICY**

I do hereby certify that the above stated Code of Ethics and Conflict of Interest Policy and Agreement for TACTE PCS were approved and adopted by the board of directors on _____ and constitute a complete copy of the Conflict of Interest Policy of the corporation.

(A) Secretary

Date: _____

F.4 Draft Letter of Intent or Contract for Mission Critical Partnerships

Deborah Hayman, President/Founder
Adult Career Technical Education School
4646 Livingston Road, S.E.
Washington, DC 20032

March 8, 2017

Dear Mrs. Hayman:

I Captain Keith D. Nickens of the Washington D.C. Fire & EMS Department (Homeland Security & Special Operations Division) am pleased to write this letter of support for the application of the DC Public Charter School Board to establish the Adult Career Technical Education Public Charter School.

DC Fire& EMS Recruitment Office (Fire& EMS Cadet Program) and HD Academy worked very closely to support and train at risk adults throughout the District and we experienced first- hand the need to expand adult training programs such as yours to reduce unemployment and provide sustainable basic education training to our residents 16 and above.

Higher Development Academy made a large impact in the community from the adult training EMT training offerings from 2011-2014 and I am proud to support your efforts to expand training and educational opportunities through the Adult Technical Education Public Charter School.

I have witness the pleasant smiles on the faces of the students and families upon successfully completion of your program (Graduation Ceremony); so gracefully and proudly walk with a new look on life.

I am looking forward to continue our mission to reduce the number of under skilled and unemployed adult residents in our city and particularly Ward Eight.

Sincerely,





UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

March 8, 2017

Mrs. Deborah Powell-Hayman
Adult Career Technical Education School
4646 Livingston Road, SE
Washington, DC 20032

Dear Mrs. Powell-Hayman:

It is my pleasure to submit this letter acknowledging the University's desire to collaborate with the Adult Career Technical Education School.

Founded in 1886, the university's founding mission was to provide access to higher education for students who, while possessing the aptitude and desire to achieve, lacked the resources, or were historically deprived of the opportunity to pursue higher education. Today, UMES remains committed to these principles of access to affordable higher education for a diverse student population, while ensuring that our students graduate from the university with relevant 21st century expertise in fields ranging from agricultural and natural sciences to the health professions, business and the arts and humanities.

The majority of the university's 4,200 students come from areas within the Washington D.C. Metropolitan area and upon graduation, a vast percentage of our alumni return to their native Washington Metropolitan area roots to build their careers.

Through course offerings that lead students to careers as emergency medical technicians and hotel and restaurant managers, Higher Development is working to educate and prepare Washington, D.C. students for careers that will help them contribute to the cultural, social and economic well-being of the people of the Washington Metropolitan Region, United States, and the world.

Without question, the Adult Career Technical Education School and the University share a common goal of educating the next generation of students, and consequently, the University is interested in establishing a partnership that would outline pathways for students enrolled in the Adult Career Technical Education School's Emergency Technician and Culinary Arts/Pre-Hotel and Restaurant Management programs to take and/or complete coursework that would not only enhance their learning experience, but also encourage them to work towards completion of the requirements for a four-year college degree at the University.

John T. Williams Hall, Suite 2107 Princess Anne, Maryland 21853-1299 Office: (410) 651-6101 Fax (410) 651-6300
www.umes.edu

Collaboration Support Letter– Dr. Juliette B. Bell, President, UMES

March 8, 2017

Page 2

Subject to agreement of all the necessary terms, we look forward to working collaboratively and to formalizing an agreement that makes advanced education and a college degree attainment possible for the students enrolled at the Adult Career Technical School.

Sincerely,



Juliette B. Bell, Ph.D.

President

JBB:cm

cc: Dr. Kimberly Whitehead, Interim Provost and Vice President for Academic Affairs



**HOUSE
OF RUTH**

Hope Starts Here

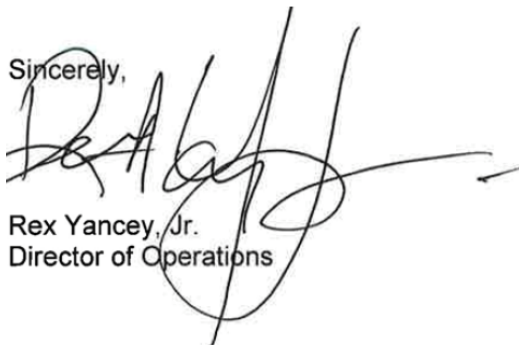
March 1, 2017

Deborah Hayman, President/Founder
The Adult Career Technical School
4646 Livingston Rd. SE
Washington, DC 20032

Dear Mrs. Hayman:

I am pleased to write this letter of support for the application of the DC Public Charter School Board to establish the The Adult Career Technical Education Public Charter School. My organization and HD Academy worked very closely to support and train at risk adults throughout the District and we experienced first- hand the need to expand adult training programs such as yours to reduce unemployment and provide sustainable basic education training to our residents 16 and above. Higher Development Academy made a large impact in the community from the adult training EMT training offerings from 2011-2014 and I am proud to support your efforts to expand training and educational opportunities through The Adult Technical Education Public Charter School. I am looking forward to continue our mission to reduce the number of under skilled and unemployed adult residents in our city and particularly Ward Eight.

Sincerely,



Rex Yancey, Jr.
Director of Operations



COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, N.W.
WASHINGTON, D.C. 20004

March 3, 2017

To Whom It May Concern:

I write this letter in support of establishment of The Adult Career Technical Education Public Charter School (TACTE).

Mrs. Deborah Hayman, the founder of this organization, in conjunction with members of her staff have worked to promote institutions of learning for young people--places where they could learn, and acquire skills to find meaningful, well paying jobs. She is focused on social justice and the economic wellbeing of Afro American people. I personally admired the work her organization did to train individuals for Emergency Medical Tech positions and often spoke about the need for similar training in Ward 8.

Mrs. Hayman and TACTE Public Charter School will provide at-risk students in the District of Columbia the opportunity to acquire career technical education. We believe the school is critically needed to address the needs of young people who drop out of school and those who completed high school, but lack basic literacy skills. The school will serve individuals who are not prepared to compete for meaningful well paying jobs, and who have been left behind in one of the most economically prosperous regions in the country.

As Mrs. Hayman has previously worked to change the pathway of students who come to the Center, TACTE will work to position residents to create stable economic lifestyles for the families, contribute to the quality of workforce serving the District, and change the trajectory of intergenerational poverty for their children. I share and wholeheartedly support the goals of TACTE, and are prepared to lend assistance when and as needed.

Sincerely,

A handwritten signature in black ink that reads "Trayon White, Sr." with a stylized flourish at the end.

Trayon White, Sr.
Councilmember, Ward 8

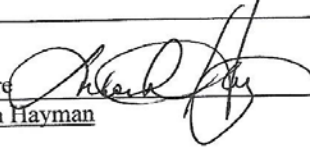


Assurances Form

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

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 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 DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 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. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
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. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 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. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
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. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
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. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
15. Comply with the following federal and local laws:
 - a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); 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 Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education 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. **Students with Disabilities:** 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.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature 	
Name Deborah Hayman	Title President/Founder
Adult Career Technical Education PCS	March 4, 2017
Name of Proposed School	Date

F-IF: Interpreting Functions

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¹⁸Integrated Algebra Lesson Plan: Inequalities

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Application for Establishment of The Adult Career Technical Education PCS | Page 157

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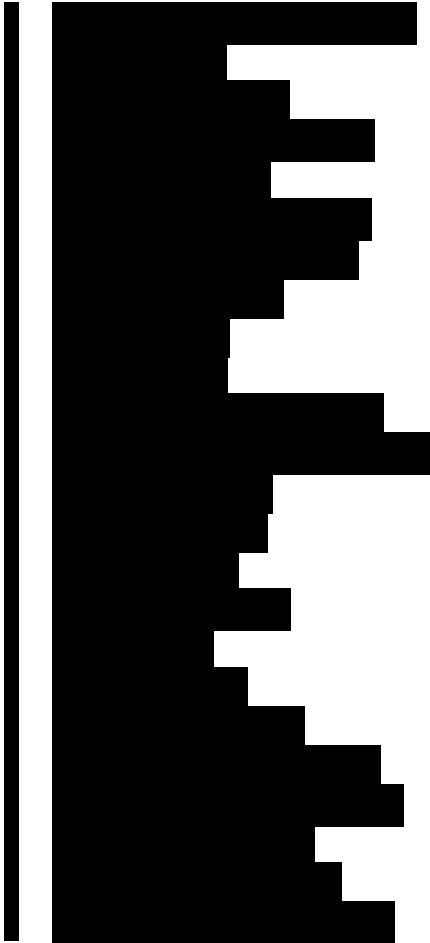
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APPENDIX I: STUDENT CATALOGUE



The Adult Career Technical Education PCS
Creating Career Pathways

4646 Livingston Road, SE
Washington, DC 20032
202-658-6082
Volume I, Number I

Published January 2016



Our Mission

The Adult Career Technical Education Public Charter School, (TACTE PCS), Provides District of Columbia residents academic and career technical education that lead to high school credentials, postsecondary training and career paths to productive and economically sound lifestyles.

TACTE PCS believes that all students with at least an eighth-grade comprehension level can accomplish higher-level training. We enhance our students' ability to learn by engaging the combined efforts of TACTE PCS staff, teachers, community partners, family and fellow students. We believe that students' commitment and the support of various stakeholders will result in mastery of basic education skill, post-secondary credentials, marketable job skills, and career technical board certification.

Our Vision

We promote lifelong learning, uniquely committed to the academic, emotional and social well being of all students. We excel in student achievement by the implementation of researched best practices, the continuous improvement process, and our productive use of technology. We succeed when our students and their communities succeed.

Our Goals

TACTE, PCS goal is to provide an integrated, accelerated CTE curriculum. Graduates will be able to obtain a high school diploma, job skills and nationally recognized credentialed licenses. To address this goal, we are partnering with local businesses; industry leaders and community organizations that share the same or similar goals--helping students receive an education that makes them college and workforce ready. TACTE PCS utilizes innovative classroom instructional models and curriculum complementary with I-Best Curriculum and DC Common Core Standards.

History

Ownership & Licensing

The TACTE PCS is a 501(c) (3) not-for-profit corporation, pending license application by the District of Columbia Office of the State Superintendent of Education (OSSE) as a non-degree post-secondary school.



Library

TACTE'S library includes textbooks, industry related magazines, videos, current industry related journal articles, and access to online websites.

Funding and Support

The government, foundations, and corporate and individual support TACTE PCS. TACTE abides by the funding guidelines of its various funding agencies.

Admission Requirements

- TACTE PCS maintains an open admission policy. Students applying for admission must:
- Be at least sixteen years of age,
- Have documents substantiating age, grade, social security number, residence, and proof of citizenship.
- Have attended a regular comprehensive public or private school, and registered with Selective Service, and,
- Have or the ability to obtain a valid driving license.

New students must complete and submit an application for admission and an official transcript from the last school of training.

The transcript and application should be mailed directly to the Office of Admissions, at 41 B New York Avenue, NW Washington, DC 20001.

TACTE PCS programs require that the prospective student is literate, at least, the ninth grade of secondary school.

Student admission also includes the TACTE PCS aptitude assessment and CASAS test to determine the academic level of applicants; these non-fail assessment assists with needed

educational recommendations and becomes a part of Individual Training and Employment Plan. The student's individual files contain a copy of each document.

2018 Admissions Calendar

The Office of Admissions accepts, enrolls, advises, and provides support to students, including alumni activities. New students can enter TACTE PCS's Fall/Winter, Spring, or Summer sessions. The admissions schedule is listed in detail at the end of the catalogue, but applications deadlines are as follows:



Fall/Winter Session 2018 - All applications must be received by 08/31/18.

Spring /Summer 2019 - All applications must be received by 1/31/19.

School Calendar- Is attached herein.

Admission Procedures

Students who meet the admission requirements and have not been previously enrolled in another postsecondary school may apply as first-year students. Students enrolled in another postsecondary school apply as transfer students.

Step 1:

Eligibility – All students between the ages of 16 years and 24 years are eligible to enroll. Students must be a resident of the District of Columbia.

Step 2:

Basic Data Collection - It is at this point that the individual takes a series of assessments to assess academic skills and competencies. The candidate will meet with an advisor to provide basic biographical and educational information and documents. The data will serve as the basis for tracking and maintaining student records necessary for compliance with local, state and federal agencies, if applicable.

Identification of Assets and Barriers - The enrollment process includes identifying a person's employment assets and barriers. This vital information will be assessed and included as part of the enrollment process to empower individuals to make constructive changes. The Individual Training and Development Plan are created, in part, using this and information. A Plan is designed to promote accountability with the program participant and establish a clear set of objectives.

Step 3:

Program Orientation - During orientation, applicants receives a complete information packet about the program. The program staff explains expectations about the program (i.e. attendance, safety and dress code requirements) and highlight how the program will be able to help students meet their goals. Participants will receive their Student Handbook and class assignment. Staff will make program participants feel welcome and respected.

Step 4:

Registration - Students will schedule to register for a class with the Registrar. Registration is defined as the first day of enrolment as a student in TACTE PCS



Late Enrolment

Completed enrolment applications will be accepted at any time. Students will be allowed to enrol in the next scheduled enrolment period.

Transfer Students

TACTE PCS accepts transfer students who present a complete application and transcript from the secondary institution last attended. Before attending TACTE PCS, records from the previous high school should be submitted to the Office of Admission as soon as possible. Transcripts will be evaluated on a case-by-case basis. TACTE PCS may require proficiency testing to determine the level of students' competencies in certain courses which are essential in the training for employability; therefore, TACTE PCS reserves the right to refuse transfer credits.

International Students

International students must have all visas, passports; work permits relating to the student's status in proper order with the United States Immigration and Naturalization Service before they will be accepted at TACTE PCS. If you are currently in the United States, you will need to submit a copy of your passport, visa stamp, and I-94 (both sides), Transfer Authorization Form (current F1 students only), and copies of all previously issued form I-20s or DS-2019 (current F1/J1 students only). Students must submit Transcripts to World Ed services, P.O. box 5087 New York, NY 10274. Website: www.wes.org, e-mail: wes@bowlinggreenstation.org

Provisional Enrollment

Provisional (temporary) admission may be granted to applicants who have not provided all documents required by the registration date. Students so admitted must supply the necessary documents within a reasonable period, or face possible administrative withdrawal. Provisional admission is not allowed during regular admission schedule. All admission requirements must be met, however, before a student can receive grades or a transcript. Failure to complete admission requirements within a reasonable period may result in disciplinary action including, but not limited to, administrative withdrawal.

Recording Transfer Credit

Students applying courses taken at other training institutions or colleges, toward a certificate, should follow these procedures:

Request OFFICIAL SEALED copies of all previous training schools or college transcripts to be sent directly to you. Some schools will only send official transcripts to the receiving school.

NOTE: Transcripts more than ten years old must be accompanied by course descriptions from the training institution or college catalogue. Submit ORIGINALLY SEALED transcripts with a completed Application for Transfer of Credits form to the Office of the Registrar. The Application for Transfer of Credits form is available for pick up in the advisors' office. This process takes six to eight weeks. The results of the Transfer of Credit Evaluation are sent to you via mail and provided to the Registrar.

Employment Potential

Obtaining a certificate of completion from TACTE PCS and passing a nationally recognized licensing site such as the National Registry EMT Exam qualifies a student as highly marketable for employment in the emergency medical industry.

Educational Objectives of Programs

Sample Program Track –

Educational Objective: Successful completion of a state-approved Emergency Medical Technician (EMT) course that meets or exceeds the National Emergency Medical Services Education Standards for Emergency Medical Technician.

The level of Occupations: Paramedic, nursing positions or Medical School.

Number of Clock Hours Per Program

Foundations: 30.5 hours

Airway Management, Respiration, and Artificial Ventilation: 30.5 hours

Patient Assessment: 30.5 hours

Assessment of the Medical Patient: 30.5 hours

Medical Emergencies: 30.5 hours

Trauma Emergencies: 30.5 hours



Special Populations: 30.5 hours

Operations: 30.5 hours

Grading System

The approved grade symbols and their definitions for Assignment sheets and Tests are as follows:

A = 100 –90

B = 89 –80

C = 79—70

F = 69—0

The following symbols are used and have no point value, making it neutral in determining grade point average (GPA): "I" The student, otherwise passing, has for good reasons failed to complete all course requirements. The incomplete ("I") must be removed within ninety (90) days, or it is changed to an "F." "W" Students receive a "W" if they withdrew during the first 25% of the term with no change in GPA. "WF" Indicates the student was failing the course at the time of withdrawal.

Clock Hours

The formula for conversion from clock hour to credit hour shall be provided by a recognized accrediting body which is approved by the United States Department of Education for the accreditation of schools and the licensed school applying the credit hour conversion must be accredited through the Accrediting body providing the conversion formula. The formula for conversion from clock hour to credit hour shall be subject to review by the CEO. Each course of instruction and practice shall include those core areas of education as determined and defined by the "HD" Academy advisory committee(s) and the CEO.

Each course is broken into two parts:

Theory (Lecture) - 75% of clock hours

Lab (Hands-On) - 25% of clock hours

Length of Time Required for Completion of Program



TACTE PCS is open for operation, Monday – Friday, from 8:00 AM –8:00 PM. Classes are scheduled daily, from 8:30 AM – 3:30 PM (day) and 1:00 PM-7:00 PM (EVENING) Each session lasts nine weeks. The Emergency Medical Technician program track takes a minimum of 9 weeks.

Program Descriptions (Title, Scope, Sequence, Description)

TACTE Programs are designed to prepare students for life and a career in the emergency medical technician. The programs enable individuals returning to school to connect academic readiness within the applied context of technical and life skills exploration and development. The goal of TACTE PCS educational programs is to provide students a smooth transition to advanced technical training, continuing education, apprenticeship programs, or employment.

Sample Program

EMERGENCY MEDICAL TECHNICIAN (EMT)

1st SESSION

Foundations (30.5 hours) – This course will prepare you for EMS Systems; Research; Public Health; Workforce Safety and Wellness; Medical/Legal Ethics, and Anatomy and Physiology; Medical Terminology.

Airway Management, Respiration, and Artificial Ventilation (30.5 hours) – This course prepares you for airway management, respiration, and artificial ventilation (airway management).

Patient Assessment (30.5) - Prepares students for assessments (scene size-up; primary assessment; monitoring devices; and secondary assessment).

Patient Assessment (30.5) – Prepares students in workforce safety and wellness, documentation and EMS System Communication.

2nd SESSION

Medical Emergencies (30.5) – This course prepares students in pharmacology, medicine (respiratory), medicine (cardiovascular), and medicine (endocrine disorders neurology).

Medical Emergencies (30.5) – Prepares students in medicine (immunology); medicine (toxicology); medicine (psychiatric); and medicine (content areas: hematologic; abdominal and gastrointestinal disorders).



Trauma Emergencies (30.5) – This course prepares students in shock resuscitation; trauma (bleeding); and trauma (soft tissue trauma).

Trauma Emergencies (30.5) – Prepares students in trauma (chest trauma; abdominal and genitourinary Trauma); trauma (orthopaedic trauma); trauma (head, facial, neck, and spine trauma); trauma (multisystem trauma); and trauma (environmental emergencies).

3rd SESSION

Special Populations (30.5) – This course prepares students in medicine; special patient populations (gynaecology; obstetrics); special patient populations (paediatrics); special patient populations (geriatrics); special patient populations (patients with special challenges); and life span development.

Operations (30.5) – Prepares students in EMS operations (principals of safely operating a ground ambulance; air medical); EMS Operations (Incident Management; Multiple-Casualty Incidents; Hazardous Materials); EMS Operations (Vehicle Extrication); EMS Operations (Terrorism and Disaster)

Physical Facilities and Equipment

Located in the Northwest quadrant of the District of Columbia, TACTE is just minutes away from Gallaudet University, Capital Hill, and downtown. TACTE is located in Ward 1, however, will relocate to Ward 8 in the Anacostia residential area. Various bus routes, allow for easy and convenient access to the school.

The TACTE provides and maintains a physical plant with administrative and study conditions appropriate for the programs of study offered and for the size of the faculty and study body. The physical plant provides a safe and secure environment for the school's students, faculty, and staff. TACTE complies with all District of Columbia governmental regulations on fire hazards, health, safety, and similar requests. TACTE maintains the necessary equipment for the emergency medical industry. Also, students are introduced to the same kind of equipment they will find on the job. TACTE provides adequate equipment in excellent working order and is of sufficient quality and quantity to meet the maximum authorized enrollment of any class.

Class Size

The maximum is 25 students for lecture and 25 students for labs.



Attendance Policy

Arrival 20 minutes after class has started is considered an absence, unless the Lead Instructor approves.

Three (3) occurrences of tardiness will be counted as one (1) absence.

Students are permitted a total of five (5) unexcused absences per training period.

Students are expected to call the school when absent or tardy.

Students are expected to notify their instructor for any emergency departures or reasons for leaving school before daily dismissal. Unexcused departure from school before regular dismissal is considered an absence.

When absences occur, students are responsible for making up any work missed.

The course grade and performance rating are independent of the number of absences and are based on demonstration of the skills, knowledge, and behaviours that are the outcomes of the courses.

Students who have accumulated a total of three (3) unexcused absences will be placed on probationary status. A Deficiency Report from the instructor will be submitted to the Lead Instructor, Life Coach and Counselor for students placed on probationary status.

The Life Coach and Advisor will provide a Student Independent Action Plan to the Student. Failure to comply with the Student Independent Action Plan warrants failure of that course, which will result in repeating that course.

Students placed on probationary status will be allowed no more than six (6) additional occurrences of tardiness and two (2) absences, in combination, whichever comes first during the training period.

Make Up Policy

It is each student's responsibility to check with each instructor for make-up work the day after an absence or early departure from TACTE PCS. Students with extended or long-term absences must consult with the instructor to determine the date makeup work must be completed. Instructors will give assistance to students because of excused absences or excused early departure but are under no obligation in cases of unexcused absences or unexcused early departure.



Repeated Courses

Grades for repeated courses will be reflected on the transcript with a notation that the course is repeated. Highest grade received will be used for determination of the Cumulative GPA. The classes that have been repeated and are not utilized in the cumulative GPA are indicated with a note: "Repeated—Excluded from GPA".

Reinstatement Procedure

Students who have been academically dismissed can contact the Advisor for guidance in this process. TACTE 's committee will meet to discuss the student's petition and determine a student's reinstatement based on the student's personal statement, departmental review and the student's previous course (s).

Appeal Procedure

A student can appeal the review committee's decision in writing to the Chief Executive Officer within ten (10) days of receiving notification. The CEO will respond to the student's appeal within five (5) days upon receipt. The CEO may request to meet with the student. The decision of the CEO is final.

Professional Conduct

TACTE is committed to providing a workplace and a learning environment that is free from harassment and physical harm. Such conduct is unprofessional, unproductive, illegal, and creates an unsafe environment. Consequently, all behaviour of this nature is expressly prohibited, regardless of whether it violates any laws.

Reporting an Assault

In the event of an assault on school property, victims should first call 911 for immediate help. A complete report of assault should be made promptly to the school's administration, preferably within 24 hours of the occurrence. Faculty, administration, and staff are required to provide immediate support and assistance to the victim. At the victim's request, the/Chief Executive Officer or any administrator will assist victims in filing criminal charges with the appropriate law enforcement officials. In the event of assault against a student or employee occurring off school ground, victims should call 911 to request police assistance and to report the crime in the



jurisdiction in which the crime occurred. TACTE PCS will assist law enforcement authorities for the purpose of obtaining, securing, and maintaining evidence in connection with any alleged crime of violence committed on TACTE PCS property.

Reporting Health or Safety Hazards

Students should immediately report health or safety hazards to any staff. Any accident or injury, no matter how slight, must be reported immediately.

No Smoking Policy

TACTE PCS provides a non-smoking work and study environment.

Drug-Free Workplace and Learning Environment

The use of, or attendance under the influence of, illegal drugs and the abuse of alcohol on TACTE PCS's property or in facilities controlled by TACTE PCS are prohibited by the school's regulations and are incompatible with TACTE'S goal of providing a healthy educational environment for students, faculty, staff, and guests.

Campus Security

TACTE PCS is committed to providing our students, staff, faculty, visitors and guests with prompt, courteous, and professional security services. While we provide a committed effort to

ensure your safety, we believe that personal safety and crime prevention are the responsibilities of the entire school community.

Dismissal of Students

Academic Probation/Suspension

A student who fails to meet the cumulative GPA required for good standing is placed on academic probation for the next enrolled quarter. A student on academic probation will be suspended unless: the student earns a 70 GPA or higher and a performance rating of 3 or higher for the probationary semester (semester GPA).

A student, whose grade point average is below the cumulative GPA required for good standing but above the cumulative GPA standards for suspension, will be on academic probation for the next enrolled session. A student on academic probation, who has been previously suspended and who is suspended a second time, will receive the penalty of a second suspension. No student will be suspended prior to accumulating 45 clock hours or without being placed on probation for one session.



A student may be dismissed if he/she is on probationary status and continues to fail to adhere to the policies of the Student Conduct Code and Academic Code. Typically, a student cannot be on probation longer than one session, before being academically dismissed. The Lead Instructor, life coach and Advisor make decisions resulting in academic dismissal. Students placed in dismissal status may appeal the dismissal decision per the process delineated in the Student Conduct Code or Academic Code.

Withdrawal from Course and School

If a student wants to withdraw from classes and/or school, they must notify the Lead Instructor, life coach and Counselor in person or by phone by the third week of the semester.

Adding Courses

Students can only add a soft skill course during the first week of the session.

Completion Requirements

In order to complete the training program, students must attain a minimum 24 equivalent Carnegie units of combined laboratory/shop and classroom instruction with a cumulative grade average of 70. Students must not be on probation. In addition, students must satisfy all financial obligations.

Satisfactory Progress Policy

A student is in good standing if not on probation or suspension. A student with 45 or more clock hours is on probation if the cumulative grade point average (GPA) falls below 70 and have a performance rating of 2 or less. A student with 0-44 clock hours is on probation if the cumulative GPA is below 60. A student in good standing with 0-44 clock hours who earns a GPA of 65 through 69 will receive an academic warning. Honor Student - A student achieving honors will be computed each session in which a student is enrolled for courses. Students who earn a cumulative numerical score of 90% (at the end of the grading period) or higher and consistently perform at a performance level of 2 or better on lab assignments will achieve Honors status and placed on the Dean's List. Valid grades used for computation of Honors designation are A through F. Performance rating for shop/labs used for computation of Honors designation are 0 – 4.

Highest Honors

Students with the highest overall grade point average (GPA) and are given the distinction of Valedictorian at graduation.

The Performance Test Scores

Performance tests are used to determine if a student has achieved specific criteria to become competent in the performance of a specific task. These tests require students to use both their



minds and their hands in the solution of a problem, and provide the teacher with a way to observe and measure the trainee's procedural techniques and the quality of the final product.

Performance in Skills Training

Each student's progress in skill training is assessed on an ongoing basis and each instructor submits a progress report to the advisor on each student. The progress report provides the student and sponsoring agencies assessment of the student's performance for the purpose of judging progress, determining the need for counseling, and redirecting the student's employment goals. Each trainee must maintain satisfactory progress to continue in the program.

The Official Transcript

The official transcript contains all essential academic data, including dates of attendance, courses taken and passed, grades, transfer credits awarded, certificate received, and relevant remarks. Academic status of Warning, Serious Warning, and Dismissal will be noted permanently on a student's transcript. The transcript must bear the TACTE PCS's seal, be recently dated, and have the appropriate signature of the Registrar. A statement is added to all transcripts explaining the grading system and rating scale. A student who wishes to have course performance reports sent out with a transcript should choose this material in consultation with an Advisor.

Processing

Students at TACTE PCS must come in person to complete a transcript order form, available from the Registrar. The office is open from 8:00 a.m. to 4:30 p.m. Exceptions will be made for disabled students by calling 202-658-6082. The office processes transcripts in the order of the date on which they are received. Please allow ten business days for processing. Students may arrange to have transcripts mailed via Federal Express at their own expense.

Transcripts will be issued only if all financial obligations to the TACTE PCS have been met. If transcripts are to be held for the current quarter's grades or to reflect the student's completed certificate, the box marked "Hold for Session Grades" should be checked. The student should allow ten-days from the Instructor grade submission deadline for the request to be processed. If certificate requirements have been completed, it should be stated in the section marked "Special Instructions" that the request should be held for "FINAL TRANSCRIPT."

Those who intend to pick up their transcripts themselves should be aware that each transcript will be checked "Unofficial", even if arrangements have been made to use a sealed envelope. Notations on internal records are more detailed than those on official transcripts. Dropped courses will show in the Internal Record as well as any "I" (Incompletes) the instructor assigns.

Faxing Transcripts

For reasons of information privacy, the Registrar's Office cannot send facsimiles of transcripts. Transcripts will not be sent by fax or received by fax from other institutions.



Off Campus Ordering of a Transcript

In accordance with the Federal Privacy Act of 1974, requests for transcripts must be made in writing; they may not be made by telephone. However, transcript request forms will be mailed to alumni and to students not on campus. The forms may be obtained by calling 202-658-6082. During regular business hours, a receptionist will answer the call. Outside of business hours, the caller will be presented with a menu of options. Selecting the option for ordering a transcript will connect the caller to the voice mail system. Once connected to the voice mail system the caller should speak slowly and clearly in order to accurately submit a request for a transcript order form. The following information should be provided: (1) the name and address, including the zip code to which the request form (not the transcripts) should be sent; and (2) if multiple copies of the transcript are to be mailed to others (multiple addresses), how many request forms are needed.

Transfer of Credit to Other Schools

TACTE PCS is not an accredited Institution. Students will need to contact their selected school to acquaint themselves with the schools requirements.

The Student Record

A student academic record is a record of academic work that is used for internal purposes only; it is not made available to individuals outside TACTE PCS. Only a few individuals within the TACTE PCS have access to these records: Chief Executive Officer, Academic Dean, Registrar, Advisors, Job Placement Coordinator and the students to whom the records belong. The student academic record is no longer available after graduation.

Name Changes

Name change inquiries should be directed to the Registrar. At TACTE PCS, the name reflected on the record of a student must agree with official documents provided previously to the Advisor's office. Official documents are in the form of a birth certificate, passport, or court order. The name of a student for the TACTE PCS record includes the family name and all given names. Nicknames are not used for academic record purposes. TACTE PCS does not record name changes for students who are not currently enrolled. Name changes for currently enrolled students are recorded only when there is evidence of a court order or similar legal basis for change. Changes that do not alter the legal name such as the contraction of the first name by the use of an initial rather than the full name or the use of the full middle name rather than an initial are permissible. All records held by TACTE PCS reflect the student's name at the time the record is created. Once the student graduates or otherwise leaves TACTE PCS, the student's file is closed and, for protection and security, backed-up and/or archived. TACTE PCS'S records are historical documents and are not altered retrospectively.

Type of Document Awarded Upon Completion

Students are awarded a high school diploma upon earning 24 Carnegie units

Students are awarded a GED upon passing the standard GED exam

Students are awarded a certificate of completion upon successful matriculation through the CTE training program.

National Certification Exams

Students are encouraged to take the industry certification examination given by the National Emergency Medical Technician Registry, DCRA Licensing for Barbering and Cosmetology and other required licensing agents

Tuition and Fees

The school tuition free to students enrolled under the Public charter program

Technical Qualifications of the Instructional Staff

Each Instructor and teacher is certified and licensed in every course that he/she is teaching.

Career Services

The Career Services Office is dedicated to assisting all students, with particular focus on those students completing the program, in seeking employment in the automotive industry. Their mission is to educate students and alumni and connect them with the employment community to ensure successful transition to the workforce.

All students and alumni provide a career resource center for use. The resource center contains general career information, tips for seeking jobs, vacancy listings from a variety of sources, and information about potential employers. The center also coordinates job fairs and job retention services. **The center does not guarantee employment.**

STUDENT SERVICES

Academic Advising

Academic advising is provided to help students identify their educational and personal needs, interests and goals. Advisors include professionals with counseling and social work backgrounds. They are available for advising appointments at regularly scheduled times and can be reached via e-mail or phone.

Students work with a counselor and life coach to complete a program plan, which serves as the road map, or guide to achieve the student's goals. The Individual Training and Employment Plan are begun upon completion of the student review of assessments results.

The Counselors has authority over the student's Individual Training and Employment Plan. This



authority is limited by the curricula and TACTE PCS's policies and practices. While the Individual Training and Employment Plan are intended to be flexible, students should not deviate from the plan without the permission of the Counselor.

Tutoring

Tutoring is available to students; please contact your instructor if you feel that you may benefit from additional lab time or tutoring regarding assignment or job sheets.

Support Services

The advisors use a team approach to provide the support services needed to assist students in gaining access to medical, social, financial, educational, and other services essential to meeting basic living needs. These services consist of 5 core functions: comprehensive assessment, individualized service planning, linking and coordinating to community resources, ensuring service accountability and continued support and advocacy. The counselors seek to maintain or restore each student's capacity for completing training and succeeding in the workforce.

Confidentiality of Information

All information about students that TACTE PCS acquires is confidential unless required by law or funding source. Improper disclosure of confidential information is a serious violation of the obligations of a member of this TACTE PCS staff. Judgments of a student's ability and character, however, may be provided under appropriate circumstances.

Inclement Weather Policy

If the official announcement of the media states "DC Public Schools Are Closed" neither students nor employees should report to TACTE PCS. When DC Public Schools are on a delay, the (HD) Academy will operate on the delayed schedule. The cancelled classes will make up the work according to individual plans announced to the students and submitted to the Chief Executive Officer.

Complaint Policy

The complaint policy is located in the student handbook. The CEO of TACTE has an open door policy to receive all student complaints.

Family Educational Rights and Privacy Act of 1974

TACTE PCS complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 which was enacted to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the Act.

FERPA affords eligible students and their parents certain rights with respect to the disclosure of their education records, with one exception, which permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by TACTE PCS in an administrative, supervisory, and academic or research, or support staff position



or a person or company with whom TACTE PCS is affiliated or has contracted. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

Individuals have the right to file a complaint with the U.S. Department of Education concerning alleged failures by TACTE PCS to comply with requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Disclaimer

TACTE PCS is an equal opportunity and affirmative action institution. The programs, employment, and educational opportunities are available to all qualified persons regardless of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, physical disability or political affiliation.

BOARD OF TRUSTEES AND ADVISORY COMMITTEE

Board of Trustees

Responsibility for the organization and governance of TACTE PCS rests with the Board of Trustees. The members of this board exercise responsibility for the establishment of the basic policies that govern the organization, and meet on a regular basis to review the implementation of these policies. Board members are primarily concerned with the financial stability and the academic quality of the institution, and regularly review data that allow them to ensure that the organization meets the needs of the students and serves the public interest of the community.

Members

Deborah Hayman, M.Ed., (Founder, CEO)
Derek Davis, Board Chairman
Thelma Thompson
Roberta Eaton, Esq.
Robert Bobb, MA
Stanley Jackson
Rexie A. Yancey, Jr.

Administration

The authority to administer the TACTE PCS has been delegated by the Board of Trustees to the professional staff of academic and business administrators that the TACTE PCS has retained for that purpose. The Chief Executive Officer has the responsibility for ensuring that the institution achieves its mission through effective and efficient management of its financial, human, and academic resources. The CEO is also charged with the overall responsibility for the



administration of TACTE PCS, including the implementation of board policy. Assisting the CEO in these activities is the staff of TACTE PCS, which has shared and coordinating responsibility for the administration of a number of key functions, including academic and student affairs, marketing, and development.

Staff/ Consultant List

Deborah Hayman, President/CEO
Thelma Thompson (Academic & Development Advisor)
Roberta T. Eaton, Esq (Governance Policy Advisor)
Robert Powell, CTE Coordinator
Floretta Lawson, ESL Instructor
LaRon Powell, Special ED Coordinator
Marva H. Baird-Alleyne, Accountant
Pamela Purvis, Document Manager
Keisha Davis, Admission and Recruitment
Sienna Dow, CTE Instructor



APPENDIX II: EMPLOYMENT MANUAL



EMPLOYMENT MANUAL

Welcome to The Adult Career Technical Education Public Charter School

To answer some of the questions you may have concerning our School and its policies, we have written this handbook. Please read it thoroughly and retain it for future reference.

Employment at Will Only

The policies stated in this handbook are guidelines only and are subject to change at the sole discretion of The Adult Career Technical Education Public Charter School hereinafter: TACTE PCS, as are all other policies, procedures, benefits, or other programs of TACTE PCS. This handbook is not a contract, express, or implied, guaranteeing employment for any specific duration and either you or TACTE PCS may terminate this relationship at any time, for any reason, with or without cure or notice. Please understand that no supervisor, manager, or representative of TACTE PCS other than the CEO/ President, Deborah Hayman, has the authority to enter into any agreement with you for employment for any specified period or to make any promises or commitments contrary to the foregoing. Further, any employment agreement entered into by the President shall not be enforceable unless it is in a formal written agreement and signed by you and the President.

Job Duties

During your employment, the Executive Officer or her designee will explain your job responsibilities and the performance and behavior expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the School.

Your cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change your job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities to you.



Full time hourly employees work 40 hours per week, and are entitled to receive full employee benefits.

Part time hourly employees work less than 40 hours per week, and are eligible to receive partial employee benefits, which will be explained to each employee by the Human Resource Director or her designee.

An Education Specialist's number of student assignments determines eligibility for full or partial benefits. An ES with 25 or more student assignments working 6 hours per day is a full-time ES, and is eligible to receive full ES benefits. An ES with 24 or fewer student assignments is a part-time ES, and is eligible for partial ES benefits.

Contract Program Instructors are temporary employees whose duties are defined by their Contract Program Course Agreement and are not eligible for benefits.

An Advisor with 21 or more ES assignments is a full-time Advisor, and is eligible to receive full Advisor benefits.

Administrator and staff positions are specifically described in applicable job descriptions, which will specify whether employees filling those positions are eligible for employee benefits.

Temporary Employees

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of three months or less; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

Hiring Policy

TACTE (PCS) will not employ any minors to work for the Charter School.

Employee Evaluation

Performance evaluations are used to make you aware of your progress, to provide information on your performance and behavior in order to reinforce your strengths, and to identify areas for your improvement. Favorable performance evaluations neither guarantee increases in salary or promotions nor change your status as an at-will employee. Salary increases and promotions are solely within the discretion of the School, and depend upon many factors in addition to performance. After a performance review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents. You do have the right to write a response to the evaluation for your personnel file.

Your employment is at-will, which means that notwithstanding your performance evaluation either you or the School may terminate your employment at any time, with or without notice, with or without cause.

Work Schedules

The Executive Director of the School or her designee will decide business hours at the learning



centers/co-ops. The Executive Director or designee will assign the classified staff's individual work schedule to ensure staffing throughout the workday. All employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work. A full year for **classified employees** for the purposes of pays and vacation calculations, is defined as 260 workdays or 2080 working hours.

Exchanging work schedules with other employees is discouraged. However, if you need to exchange schedules, notify the Executive Officer of the School or her designee who may authorize an exchange if possible. Work schedule exchanges will not be approved for the mere convenience of an employee or if the exchange interferes with normal operations or results in excessive overtime.

The workweek begins at 12:01 a.m. Sunday and ends at midnight on Saturday.

Meal and Rest Period

Classified employees are provided with **and expected to take** a 30-minute meal period, to be taken approximately in the middle of the workday. Classified employees are allowed **and expected to take** a 10-minute rest period for every four hours of work or major portion thereof. The Executive Director of the School or her designee will schedule your meal and rest periods. The workday may be adjusted or flexed by the Executive Director of the School or her designee responsible for your position.

The Executive Officer has the right to require hours different than any employee's regular schedule.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not take more than 10 minutes for each rest period. You may leave the premises during your breaks and meal period.

Time Keeping

All non-exempt employees are required to use a timesheet or time clock to record timework for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the lunch break. Any handwritten marks or changes on the timecard must be initialed. Altering a timecard is not permissible and is subject to disciplinary action.

Employees using the time clock are required to record their own time on the time clock, clock in when beginning/returning to work and out for any non paid time, such as, but not limited to, lunch, end of work day, leaving for an appointment.

Employees with consistent patterns of not following time clock responsibilities are subject to disciplinary actions.

Timesheets are to be submitted by non-exempt employees to the Executive Officer of the School or her designee at the end of each workweek. The Executive Officer of the School or her designee will review all time cards to ensure they are accurate, sign and forward them to Payroll. Any errors on your timecard should be reported immediately to the Executive Officer of the School or her designee.

Exempt employees may have to work hours beyond their normal schedules, as work demands require.



No overtime compensation will be paid to exempt employees.

Payment of Wages

TACTE PCS employees receive a paycheck bi-weekly per month. Each bi-weekly's payment will be made on the 1st and the 15th day of the month. If you observe an error on your check, please report it immediately. ES's contact your advisors for assistance prior to contacting the payroll department. Classified employees contact the payroll department immediately. Classified hourly employees (that submit their hours worked on a timesheet) are paid from the 16th of the first month to the 15th of the next month.

Automatic Deposit

The School offers automatic payroll deposit for employees at the employee's banking facility. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must complete an Automatic Deposit form (available from the payroll department) and return it to the payroll department at least 15 days before the pay period for which you would like the service to begin. You should carefully monitor your payroll deposit statements for the first two pay periods after the service begins.

To stop automatic payroll deposit, notify the payroll department at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the form, provided it is requested no later than 15 days before the end of the pay period.

Pay for Mandatory Meeting/Training

The School will pay non exempt employees for your attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to your job and is outside of your regular schedule. The Executive Officer School or his or her designee will notify you of the necessity for any such attendance.

Overtime for Non-Exempt Employees

Classified employees may be directed to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The School will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be authorized by the Executive Officer of the School or her designee prior to the time to be worked. The School provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows: All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Sunday at 12:01 a.m. Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one-and-one-half times the employee's regular rate of pay.

Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay. The School



expects all employees to comply with school rules, policies, and regulations. Any employee, who fails to do so, will be subject to that disciplinary action the School, in its sole discretion, deems appropriate under the circumstances. Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment.

Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause.

Equal Employment Opportunity

TACTE PCS provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, TACTE PCS complies with applicable state and local laws governing non-discrimination in employment in every location in which TACTE PCS has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, and layoff, recall, and transfer, leaves of absence, compensation and training.

TACTE PCS expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, and disability, status as a Vietnam-era or special disabled veteran, or status in any group protected by state or local law. Improper interference with the ability is protected by state or local law. Improper interference with the ability of TACTE PCS employees to perform their expected job duties will not be tolerated.

Sexual Harassment

It is the policy of TACTE PCS that harassment of applicants and employees on the basis of sex, including sexual harassment, is unacceptable and will not be tolerated. This policy applies to all employees.

Sexual harassment has been defined generally as including unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, whenever:

- (1) submission to the conduct is either an explicit or implicit term or condition of employment;
- (2) an employee's reaction to the conduct is used as a basis for employment decisions affecting that employee; or
- (3) The conduct has the purpose or effect of interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

No employee or applicant should be subjected to unsolicited and welcomed sexual overtures. Nor should an employee or applicant be led to believe that an employment opportunity or benefit would in any way depend upon "cooperation" of a sexual nature.



Sexual harassment is not limited to demands for sexual favors. It also may include such actions as:

- (1) sexually-oriented verbal “kidding,” “teasing” or jokes;
- (2) repeated offensive sexual flirtations, advances, or propositions;
- (3) continued or repeated verbal abuse of a sexual nature;
- (4) graphic or degrading comments about an individual or his or her appearance;
- (5) subtle pressure for sexual activity; and
- (6) Physical contact or blocking movement

Sexual harassment does not refer to occasional compliments of a socially acceptable nature or consensual personal and social relationships without a discriminatory employment effect. It refers to behavior which is not welcome and which is personally intimidating, hostile or offensive.

Other prohibited forms of harassment include jokes, verbal abuse and epithets, degrading comments, the display of objects and pictures and other offensive conduct relating to an individual’s race, religion, color, national origin, ancestry, handicap, medical condition, disability, marital status or age, all as defined and protected by applicable law.

Any employee who feels that he or she has been the subject of harassment (or who has reason to believe that someone else has been the subject of harassment) has the obligation to notify TACTE PCS’s Human Resources Officer, his or her supervisor or any other person immediately. An investigation of the matter will be made. Anyone who is found to have engaged in prohibited harassment will be subject to appropriate sanctions, which may include termination of employment, depending upon the circumstances.

It is TACTE PCS’s policy that no one will be retaliated against for filing harassment complaint against another person(s). Also, it is TACTE PCS’s policy that anyone filing a false complaint against another person(s) will be subject to disciplinary action.

Drug and Alcohol Policy

TACTE PCS recognizes that the use of controlled substances or alcohol, which causes intoxication or impairment on-the job, poses risks to the company, the affected employee and his co-workers and the public. An employee cannot perform his or her work adequately if he or she is under the influence of illegal drugs or alcohol and an employee under the influence of drugs or alcohol also presents a danger to himself or herself and to others. Unlawful use of drugs and the abuse of alcohol when not on duty raise serious questions concerning the competency to perform security work and are grounds for revocation of his or her firearms permit. It is TACTE PCS’s policy to maintain a drug-free work place.



Orientation Period

An employee shall be a probationary employee until he/she has worked for TACTE PCS for ninety (90) cumulative days. Only days actually worked shall be counted for purposes of computing the probationary period. After having worked such period, the employee shall gain seniority status and his/her seniority date shall be the first day the employee earns wages for TACTE PCS.

During the probationary period, the employee may be disciplined, laid off, transferred, discharged or subject to any other action by TACTE PCS without recourse to the grievance and arbitration procedures.

Confidentiality of Information

It is the policy of **TACTE PCS** to ensure that the operations, activities, and affairs of **TACTE PCS** and our clients are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about **TACTE PCS** and its clients, such information is to be handled in strict confidence and not to be discussed with outsiders. Employees are also responsible for the internal security of such information. Employees found to be violating this policy are subject to disciplinary action, up to and including termination and could face possible civil and criminal penalties.

Solicitations and Distribution of Literature

In the interest of maintaining a proper business environment for both TACTE PCS and the client and preventing interference with work and inconvenience to others, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time. Employees who are not working time may not solicit employees who are on working time for any cause or distribute literature of any kind to them. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time. Nonemployees are likewise prohibited from distributing material or soliciting employees.

Employees found to be violating this policy are subject to disciplinary action, up to and including termination and could face possible civil and criminal penalties.

District of Columbia Employee Polygraph Protection Law

UNDER DISTRICT LAW, AN EMPLOYER MAY NOT REQUIRE OR DEMAND, AS A CONDITION OF EMPLOYMENT, PROSPECTIVE EMPLOYMENT, OR CONTINUED EMPLOYMENT, THAT AN INDIVIDUAL SUBMIT TO OR TAKE A LIE DETECTOR OR SIMILAR TEST. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT EXCEEDING \$100.00”

Health and Safety

TACTE PCS and all employees are expected to cooperate in the endorsement of Health and Safety standards and rules that may be established by **TACTE PCS** in compliance with OSHA or other statutory regulations.



Physical Examination

If required by the clients, **TACTE PCS** may require an employee to undergo a physical examination and it shall have the right to select the examining physician, requests the physician to conduct specific tests, and to receive a written report from the physician as to his/her findings. Such reports shall be considered and treated in a confidential manner by **TACTE PCS**. The total cost of such physical examinations, exclusive of any treatment given, shall be borne by **TACTE PCS**.

Section 2 Benefits

Insurance:

Healthcare insurance including medical, dental and vision plans are available to employees of the School pursuant to relevant employee qualifications. As specified in the qualified employee insurance packets, the School may make a monthly contribution to the cost of maintaining healthcare insurance. Any unused portion of the full employer's contribution may be directed to cover premium cost of supplemental insurance.

Eligible employees may sign up for benefits on their date of hire, but will not actually begin receiving benefits until the first day of the month following the benefits enrollment period. At the time of hire, employees will be informed of the length of the benefits enrollment period. Full time hourly employees work 40 hours per week, and are entitled to receive full employee benefits. Part time hourly employees work less than 40 hours per week, and are eligible to receive partial employee benefits, which will be explained to each employee by the Human Resource Director or her designee. An Education Specialist's (ES) number of student assignments determines eligibility for full or partial Benefits. An ES with 22 or more student assignments is eligible to receive full ES benefits. An ES with 21 or fewer student assignments is a part-time ES, and is eligible for partial ES benefits. Contract Program Instructors are employees whose duties are defined by their Contract Program Course Agreement and are not eligible for benefits.

Administrator and staff positions are specifically described in applicable job descriptions, which will specify whether employees filling those positions are eligible for employee benefits. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

Sick Leave: Applies to Classified personnel only.

Classified employees working 20 hours or more per week shall earn sick leave at a rate of 12 days per year based on 260-day year. Sick leave will be prorated for employees working less than 8 hours per day or less than 260 days per year. An employee may utilize sick leave for absences due to illness or injury of the employee or examination or treatment of the employee by their dental/medical provider. Sick leave is provided for the reasons stated in this policy and may not be used for other purposes. Sick leave may not be advanced if the employee has used their accumulated balance of sick days. A doctor's note certifying the medical necessity for an absence may be requested. Once a month an employee may have an absence of up to two hours for examination or treatment, by their own physician, for their illness with no charge to their sick leave. The employee shall notify the Executive Director or his/her designee about such appointments. Minimum period of chargeable sick leave is 2 hours per incident. Sick leave may be accumulated up to 100 days, after which no further leave may be accumulated until the total days drop below 100 days. Employees must notify the office at least one hour prior to the start of



their workday when using sick leave. Pattern abuse of sick leave may be cause for disciplinary action.

Examples of a pattern of abuse: Consistent periods of sick leave usage, for example (but not limited to):

- before and/or after holidays
- before and/or after weekends or regular days off
- after paydays
- any specific day
- Pattern of partial days usage
- Continued pattern of maintaining zero or near zero leave balances

Personal Necessity Leave: Applies to Classified personnel, only.

The purpose of Personal Necessity leave is to provide time for circumstances that are not employment related. Personal Necessity Leave may be used for circumstances that cannot be disregarded, necessitate immediate attention, and cannot be dealt with during off-duty hours. Except in emergencies a Personal Necessity absence request should be pre-approved by the Executive Officer or his/her designee 3 days in advance of absence. It is the employee's responsibility to notify the office of all absences. Failure to get preapproval may result in disciplinary action. Any days used for Personal Necessity Leave will be counted against accumulated sick leave with a limit of 5 Personal Necessity days in any one School Fiscal year (July 1 through June 30).

Classified Vacation: Applies Personnel only.

Regular year-round employees shall be granted vacation in the amount listed in the chart shown below.

Exempt compensated day employees will not be eligible for vacation.

From to Vacation Days Earned

Date of hire	the end of year four.....	10 days
Year five	the end of year nine.....	15 days
Year ten	the end of year fifteen.....	20 days
Year Sixteen	beyond.....	25 days

Vacation accrual begins with the first day of employment. Employees are not eligible for vacation until successful completion of the introductory period.

Vacation shall be mutually agreed upon between the employee and the school. Vacations are submitted on the tentative work calendar. Any changes to the employee's tentative work calendar must be preapproved by the Executive Officer or his/her designee at least 3 days prior to vacation accepts in emergency situations. Failure to get preapproval may result in disciplinary action.

The company may establish Blackout times during which vacations may not be approved. Gray out days (no more than two consecutive work days) may also be set by the company during peak times. An employee may not accumulate more than two years' vacation, after which no further vacation will be granted until the total accumulated drops to less than a two-year allocation. Non-exempt compensated day employees earn vacation at a prorated schedule depending on the number of days worked.

Retirement Assistance

TACTE PCS offers eligible employee's participation in a 403(b) plan. This is a tax-deferred



savings and investment plan to which HD PCS school employees may make voluntary salary deductions.

Holidays

The School offices observe the following 12 paid holidays:

January 1 - New Year's Day

Martin Luther King Jr.'s Birthday

Presidents' Day

Memorial Day

July 4th - Independence Day

Labor Day

Veterans Day

Thanksgiving Day and the Friday after Thanksgiving

Christmas Eve

Christmas Day

One floating holiday is to be used at the discretion of the employee with the Executive Director or her designee's approval. HD PCS has adopted a school policy stating that on years in which February has 29 days, the number of floating holidays for that fiscal year will be increased from 1 to 2. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, the School may close on another day or grant a floating holiday instead of closing. Holiday observance will be announced in advance. To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by the Executive Director of the School or her designee. If you are required to work on a paid scheduled holiday you will be granted a floating holiday to be used at a later date with approval of the Executive Director of the School or her designee.

Pregnancy Disability Leave

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

- Any female employee planning to take pregnancy disability leave should advise the personnel department as early as possible. The individual should make an appointment with the Human Resource Director to discuss the following conditions:

Employees who need to take pregnancy disability must inform the School when a leave is expected to begin and how long it will likely last. ES' must complete a Substitute Request form if they expect to not be able to work for a month or longer. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. Employees must consult with the Human Resource Director regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the employee's health care provider;

- If 30 days' advance notice is not possible; notice must be given as soon as practical
- Upon the request of an employee and recommendation of the employee's physician, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and her child
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached; ES' may request a reduction in their student load for a period of



time, and this will be accommodated as soon as there is another ES available to take their students

- ES Temporary transfers of job duties or ES reduction in student load due to health considerations will be granted when possible
- Due to the ES' working from home, an ES may choose to take an unpaid Pregnancy leave by requesting a substitute (submitting the appropriate form) or may work during this time if their physician will allow it. Pregnancy leave usually begins when ordered by the employee's physician. The employee must provide the School with a certification from a health care provider. The certification indicating disability should contain:
 1. The date on which the employee became disabled due to pregnancy;
 2. The probable duration of the period or periods of disability; and
 3. A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.
- Leave returns will be allowed only when the employee's physician sends a release;
- An employee will be required to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave; and
- Duration of the leave will be determined by the advice of the employee's physician, but employees disabled by pregnancy may take up to four months. Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care. Leave does not need to be taken in one continuous period and may be taken intermittently, as needed. Leave may be taken in increments of 2 weeks. Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

Family/Medical Leave Eligibility

State and federal family and medical leave laws provide up to 12 workweeks of unpaid family/medical leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service. If the leave is for FMLA only, the 12 months of service must have accumulated within the previous seven years. There is no such cap under CFRA;
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a work site where there are 50 or more employees within a 75-mile radius.

Leave may be taken for one or more of the following reasons:

- The birth of the employee's child, or placement of a child with the employee for adoption or foster care (FMLA/CFRA);
- To care for the employee's spouse, child, or parent who has a serious health condition (FMLA/CFRA);
- To care for the employee's registered domestic partner (CFRA only);
- For a serious health condition that makes the employee unable to perform his or her job (FMLA/CFRA);
- For any "qualifying exigency" (defined by federal regulation) because the employee is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a



- contingency operation (FMLA only); or
- An employee who is the spouse, son, daughter, parent, or next of kin of a covered Service member shall be entitled to a total of 26 workweeks of leave during a 12-month period to care for the service member (FMLA only).

Calculating the 12-month Period

For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, **TACTE PCS** uses a rolling year.

Under most circumstances, leave under federal and state law will run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period.

For a qualifying exigency or leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Pregnancy, Childbirth or Related Conditions

However, leave because of the employee's disability for pregnancy, childbirth, or related medical condition is not counted as time used under District of Columbia Law. Time off because of pregnancy disability, childbirth, or related medical condition does count as family and medical leave under federal law (the Family and Medical Leave Act). Employees who take time off for pregnancy disability and who are eligible for family and medical leave will also be placed on family and medical leave that runs at the same time as their pregnancy disability leave. Once the pregnant employee is no longer disabled, she may apply for leave under the District of Columbia Family Rights Act, for purposes of baby bonding. Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period. DC Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the School will grant a request for a

DC Family Rights Act, leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

Leave for Employee's Own Health Condition

The following procedures shall apply when an employee requests family leaves:

Please contact the Human Resource Department as soon as you realize the need for family/medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the School at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the Company. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the employee's child, parent, or spouse. If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. If the Family and Medical Leave Act/ District of Columbia Family Rights Act request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses.

The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the Company.

If the second opinion differs from the first opinion, the School may require, at its expense, the



employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee.

The School requires the employee to provide certification within 15 days of any request for family and medical leave under state and federal law, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. (For example, if employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required.) If the employee does not provide medical certification in a timely manner to substantiate the need for family and medical leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received; the leave may not be considered family and medical leave.

Leave to Care for a Family Member

If the leave is needed to care for a sick child, spouse, or parent, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider; and
- Confirmation that the serious health condition warrants the participation of the employee.

When both parents are employed by the Company, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks family/medical leave for this reason.

If an employee cites his/her own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and
- Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to his or her job.

Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

Leave Related to Military Service

A leave taken due to a "qualifying emergency" related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a service member shall be supported by a certification by the service member's health care provider.

Health and Benefit Plans

An employee taking family medical leave will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins under Family and Medical Leave Act (e.g., for pregnancy disability leaves, qualifying exigency leave, or to care for a covered service member)



or under the Family and Medical Leave Act/ District of Columbia Family Rights Act (e.g., for one's own serious health condition or that of one's spouse, parent or child; or baby bonding) or under the District of Columbia Family Rights Act (caring for one's registered domestic partner).

In some instances, the School may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. Employees on family/medical leave who are not eligible for continued paid coverage may continue their group health insurance coverage through the School in conjunction with the federal COBRA guidelines by making monthly payments to the School for the amount of the applicable premium. Employees should contact their supervisor for further information. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Paid leave may be substituted for unpaid leave in the following circumstances (Insert one of these payment options):

- Vacation and other accrued time (other than sick leave) may be used for any family/medical leave qualifying event
- Accrued sick leave may be used by the employee for the employee's own serious health condition
- Accrued sick leave may be used for the care of a family member if mutually agreed upon by the School and the employee
- Accrued sick leave may be used for the birth or placement for adoption or foster care of a child if mutually agreed upon by the School and the employee

Reinstatement

Under most circumstances, upon return from family/medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if an employee on family/medical leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of family/medical leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Coordination of PDL with Family/Medical Leave

If you take pregnancy disability leave and are eligible under the federal or state family and medical leave laws, the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if you had continued to work. Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not family and medical leave under District of Columbia Law. If you are ineligible under the federal and state family and medical leave laws, while on pregnancy disability you will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which you are eligible. In some instances, the School may recover premiums it paid to maintain health coverage for you if you fail to return to work following pregnancy disability leave.

If you are on pregnancy disability leave and are not eligible for continued paid coverage, or if paid coverage ceases after 12 workweeks, you may continue your group health insurance coverage through the School in conjunction with federal COBRA guidelines by making monthly



payments to the School for the amount of the relevant premium. Contact the Human Resource Director for further information.

Bereavement Leave- Applies to Classified Personnel only.

The School grants leave of absence to full-time employees in the event of the death of the employee's current spouse, child, parent, legal guardian, brother, sister, grandparent, grandchild, or mother, father, sister, brother, son, or daughter-in-law. An employee with such a death in the family may take up to 5 consecutive scheduled workdays off with pay with the approval of the School. The Executive Director of the School or her designee may approve additional unpaid time off. In the event services are located out-of-state, the allowed time off will be 7 days.

General Leave

Request by a management employee to be absent without pay for reasons other than those covered in other leave categories, may be granted at the discretion of the Executive Director of the School or her designee for up to one year (12 months).

Personal Leave

A personal leave of absence without pay may be granted at the discretion of the School. Requests for unpaid personal leave should be limited to unusual circumstances requiring an absence of longer than two weeks. Approved personal absences of shorter duration are not normally treated as leaves, but rather as excused absences without pay.

Military Leave

Employees, who wish to serve in the military, may take non-paid leave. They should contact the Human Resources Director for information about their rights before and after such leave. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law.

Jury Duty and Witness Leave

The School encourages employees to serve on jury duty when called. Non-exempt employees receive full pay while serving up to 5 days of jury leave. Exempt employees called for jury duty will receive full salary for the time spent. ES's are expected to arrange their schedules so that no meetings with students fall during their time of jury service, and the monthly-required documentation can be completed before and after the service dates. For an extended case, a substitute can be requested for one month. You should notify the Executive Director of the School or her designee or your ES Advisor of the need for time off for jury duty as soon as a notice or summons from the court is received.

You may be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule.

Fees Paid by the Court - You may retain any mileage allowance or other fee paid by the court for jury services.

Volunteer Firefighters

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If you are an official volunteer firefighter, please alert the Executive Director of the



School, her designee, or your ES Advisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert the Executive Director, her designee, your ES Advisor or the Human Resource Director before doing so.

Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave. You may also take paid vacation or Personal Necessity leave. You may request leave if you are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure your health, safety or welfare, or that of your child.

You should provide notice and certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence.
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
- Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence. The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The length of unpaid leave an employee may take is limited to that provided for in the federal Family and Medical Leave Act of 1993, 12 weeks.

School Activities

Employees are encouraged to participate in their children's school activities. Any employee absence for this purpose is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades 1 to 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to the Executive Director of the School or her designee;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the Executive Director of the School or her designee approves the leave;
- Employees must use vacation leave in order to receive compensation for this time off;
- Employees who do not have paid time off available may take time off without pay for this purpose.

Suspension

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert the Executive Director of the School or her designee as soon as possible before leaving work. In keeping with DC Labor Code, no discriminatory action will be taken against an employee who takes time off for this purpose. Personal Necessity Leave may be utilized for this purpose.

Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational,



social, or athletic activity that is not part of the employee's work-related duties.

Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of work related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury or illness to the Executive Director of the School or her designee
- Seek medical treatment and follow-up care if required
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources office as soon as possible
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leaves, as well as your eventual ability to return to work from the leave

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. Upon return, an ES is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

Grievance Procedures

Section 1 In the interest of resolving all disputes, complaints, or grievances, in connection with the interpretation or application of the terms of this policy, **TACTE PCS** has settled upon the following orderly and peaceful procedures:

Step One: The employee shall immediately report to the Human Resources Officer any complaints, disputes or grievances, which he/she believes, require adjustment within three (3) working days. The HR Officer, designated by the company, shall immediately investigate to ascertain whether the complaint has merit and report the results thereof to the personnel office. The HR Officer shall be the sole judge as to the validity of any grievance and in the event the HR Officer believes the grievance has merit, he/she shall attempt to resolve the dispute with TACTE



(PCS)'s Supervisor, within three (3) working days after notice thereof. If the dispute is not resolved within that period, the matter shall be referred to Step Two, in writing, within ten (10) days. If the matter is not referred within the ten (10) days, the matter shall be closed.

Step Two: The HR Officer shall refer the matter in writing, to the President of **TACTE PCS**, or her designee. The two (2) parties will then meet in an effort to settle the grievance to render a final decision.

During both steps, the employee shall have the right to have a representative present on his/her behalf.

Mediation of Employment Dispute Policy

TACTE PCS requires employees to request Mediation of all administrative or judicial claims arising out of the employment relationship or the termination of such relationship.

The company strongly supports the use of nonbinding mediation to resolve bona fide disputes that may arise out of the employment relationship. This policy requires affected employees to request and complete mediation before filing any administrative or judicial action for any covered claim, except for claims for workers' compensation, unemployment insurance, or the company's employee benefits covered by the Employee Retirement Income Security Act of 1974 (ERISA).

Mediation is a private, informal, and nonbinding mechanism that can often help the parties reach a rapid solution to a dispute. With mediation, employees may present their view of the dispute, and neither party is required to accept the recommendations of the mediator or otherwise to agree to a solution. If mediation fails, the employee may pursue the claim in any administrative or judicial forum for any rights or remedies available under law.

Please contact the Human Resources Officer for a copy of the procedures for requesting Mediation.

Effective Date and Duration

The requirements of this Manual shall become effective immediately. Any amendment(s) to this policy will be forwarded to all employees.

By affixing my signature below, I acknowledge that I have read the above:

Applicant Signature

Date

