

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

Submitted by Kingsman Academy
to the

District of Columbia

Public Charter School Board

September 8, 2014

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APPLICANT INFORMATION SHEET

Name of Proposed Charter School: Kingsman Academy Public Charter School

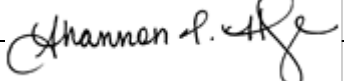
Name of Entity Applying for Charter Status in DC: Kingsman Academy Public Charter School

Contact Person: Shannon T. Hodge

Address: [REDACTED] [REDACTED]

Daytime Telephone: [REDACTED] **Email:** [REDACTED]

Name of Person Authorized to Negotiate: Shannon T. Hodge

Authorized Signature: 

Type of Application:

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

If conversion, name of the school being converted: n/a

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

Proposed Start Date: August 22, 2016 **Proposed Year One Budget:** \$10,984,604

Requested Enrollment Ceiling:

	PK3 - 5	6	7	8	9	10	11	12	Adult	Total
Year 1: 2016	-	15	25	30	50	50	60	70	-	300
Year 2: 2017	-	20	25	30	50	50	65	70		310
Capacity Year: 2018	-	25	25	30	50	50	70	70	-	320

Proposed Location of School, if known (address or area(s) of city):

1375 E St. NE Washington, DC 20002 or other suitable location

Name of Education Service Provider (ESP) (if applicable): Not Applicable

Names of Organizations Involved in Planning (if applicable): Not Applicable

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

☒ Yes ☐ No

EXECUTIVE SUMMARY

The School Leadership Team at Options Public Charter School (Options PCS) is committed to restarting Options PCS for the 2014-2015 school year and beyond. Since assuming responsibility for the day-to-day operations at Options PCS, the School Leadership Team has embraced key turnaround principles by revising the staffing plan, applying effective staffing and instructional practices, focusing on the effective use of time, implementing intensive interventions and supports, using data to guide decision-making, improving school climate and culture, and engaging families and the Options PCS community.

The Options PCS Leadership Team decided to apply for a charter to establish Kingsman Academy Public Charter School because we recognize the District of Columbia's continued need for a school that serves students at-risk of dropping out due behavioral and academic challenges. Additionally, we want to continue building upon our efforts to restart Options PCS.

The mission of Kingsman Academy is to *provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship*. Kingsman Academy will serve students in sixth through twelfth grades with a targeted focus on students who are over-age and under-credited, have truancy problems, or have behavioral or emotional disabilities.

The philosophy of Kingsman Academy Public Charter School is that *learning is a process of constructing meaning and integrating concepts into existing knowledge. Engaging scholars in this process requires rigorous curriculum, individualized instruction, and support systems designed to promote critical thinking, effective communication, and productive citizenship*. Our philosophy guides all operations at Kingsman Academy, which include the following:

- *Individualized Instruction and Additional Resources for All Students* – All students at Kingsman Academy will benefit from a targeted academic program designed to address their individualized needs. Kingsman Academy staff will work with each student to develop an individualized learning plan to ensure students make progress towards goals and earn the knowledge, skills and credits they need to graduate. Additional resources available to all students will include credit recovery, targeted learning and behavior interventions, and after-school tutoring and support.
- *Rich Special Education Services* – Kingsman Academy will offer a rich menu of specialized instruction and educational support services tailored to meet a range of learning and social-emotional needs.
- *Strong Leadership Structure* – The Kingsman Academy staffing model matches leaders with specialized knowledge with departments to enable the school to address the areas of greatest need.

- *Double Blocking* – All students who are behind grade level in either mathematics or reading will have double blocks of English Language Arts or mathematics instruction to allow for targeted academic interventions.
- *Advisory Program* – All students at Kingsman Academy will receive personalized support from an advisor who is accountable for their students' success both in and out of the classroom.
- *Response-to-Intervention (RTI)* – A focus on academic wellness is fulfilled through a tiered RTI program that emphasizes academic and behavioral health and well-being.
- *Positive Behavior Intervention and Supports (PBIS) Program* – Kingsman Academy will implement a school-wide PBIS program to emphasize and improve positive behaviors.
- *Family Involvement* – A staff member engages parents, guardians, and families in a variety of activities to promote student success.
- *Curricular Programs and Extracurricular Activities* – Students at Kingsman Academy will have the opportunity to participate in practical and engaging professional preparation programs. These course offerings are designed to provide scholars with meaningful real-world job skills, while also infusing core subject area knowledge and practice. In addition, Kingsman Academy will offer a diverse range of engaging clubs and activities during and after school.

1. TARGET POPULATION

Since its founding in 1997, the mission of Options Public Charter School (Options PCS) has been to educate students who may struggle in more traditional school environments, particularly “students at-risk of dropping out of high school because they are underachieving, truant, have behavior problems, or have exceptionalities requiring therapeutic special education services.” Although Options PCS as a school may cease to exist, the needs that Options PCS was designed to address will not. Kingsman Academy Public Charter School (Kingsman Academy) will address the needs of a similar student population in an academically challenging and supportive environment.

Over-Age Under-Credited Students

A significant number of students who enroll at Options PCS arrive over-age and under-credited, meaning that they have earned fewer academic credits than appropriate for their age. These students are more likely than other students to drop out. Over-age, under-credited (OU) students require specialized attention to ensure that they are enrolled in proper classes, are not socially isolated from their peer groups, and are not overwhelmed by the work required to reach graduation.

Charter schools are well-positioned to address the needs of over-age and under-credited students.¹ Doing so requires understanding the needs of these students, implementing the strategies that work with them, and forging partnerships with state agencies and community-based organizations.²

Students with Truancy Issues

Across the District, truancy is a major issue. In the 2012-13 school year, 32% of traditional public school students were truant.³ In the 2013-14 school year, nearly 15% of public charter school students were truant.⁴ The numbers are even more staggering for high school

¹ Rock et al., National Alliance for Public Charter Schools, Over-age, Under-credited Students and Public Charter Schools: An Exploration of Successes, Strategies, and Opportunities for Expansion (2014), available at <http://www.publiccharters.org/wp-content/uploads/2014/07/NAPCS-OPP-OverAge-Report-05.pdf>.

² *Id.* at 7-8.

³ Brown and Alexander, *Truancy, absenteeism a chronic problem in D.C. schools*, WASHINGTON POST (April 26, 2014); D.C. Public Schools unexcused absences by grade, 2012-2013, available at <http://apps.washingtonpost.com/g/documents/local/dc-public-schools-unexcused-absences-by-grade-2012-2013/957/>

⁴ District of Columbia Public Charter School Board, SY 2013-14 Discipline and Truancy Report, available at http://www.dcpsb.org/data/files/Blog/PCSB%20Discipline%20Truancy%20Report_Summary.pdf

students in the traditional public schools, with the total percentage of truant students ranging from 64% for ninth grade students to 84% for twelfth grade students.

D.C. Public Schools, Unexcused Absences by Grade, 2012-2013⁵				
	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
Enrollment	3842	2600	2380	2781
# with 11-20 Unexcused Absences	687	479	457	424
% with 11-20 Unexcused Absences	18%	18%	19%	15%
# with 21+ Unexcused Absences	1777	1288	1404	1917
% with 21+ Unexcused Absences	46%	50%	59%	69%
Total # of Truants	2464	1767	1861	2341
Total % of Truants	64%	68%	78%	84%

Truancy matters. As researchers have noted, “[t]ruancy has been clearly identified as one of the early warning signs that you are headed for potential delinquent activity, social isolation, and/or educational failure.”⁶ Furthermore, “[s]tudents with the highest truancy rates have the lowest academic achievement rates, and because truant students are the youth most likely to drop out of school, they have high dropout rates as well.”⁷

Students with Behavioral and Emotional Disabilities

In the District of Columbia, 12% of public charter school students and 14% of traditional public school students have disabilities that require specialized instruction or related services.⁸ Only four schools in the District are designed specifically to serve these students: St. Coletta of Greater Washington, which primarily serves students with intellectual disabilities; Sharpe Health School, which primarily serves medically fragile students; and Mamie D. Lee, which primarily serves students with developmental and intellectual disabilities; and Options PCS.

Only one of these schools was designed specifically to serve students with behavioral and emotional disabilities: Options PCS. During the 2013-2014 school year, 251 students with disabilities were enrolled at Options PCS—including 215 Level 3 and Level 4 students. On average, before enrolling at Options PCS, students have attended 2.3 District schools serving grades six through twelve—meaning schools in which they could have remained enrolled. Of the Options PCS students who transferred from another 6-12 school, 71% transferred from

⁵ *Unexcused Absences by Grade 1213*, <http://s3.documentcloud.org/documents/1149239/d-c-public-schools-unexcused-absences-by-grade.pdf>

⁶ Baker et al., U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, *Truancy Reduction: Keeping Students in School 2* (2001), available at <https://www.ncjrs.gov/pdffiles1/ojjdp/188947.pdf>.

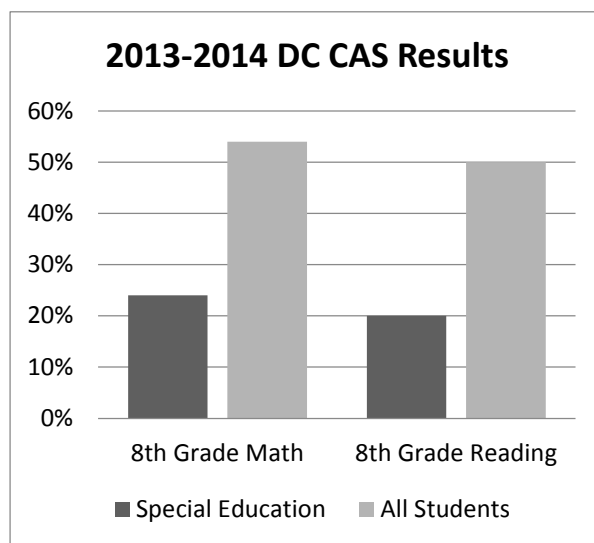
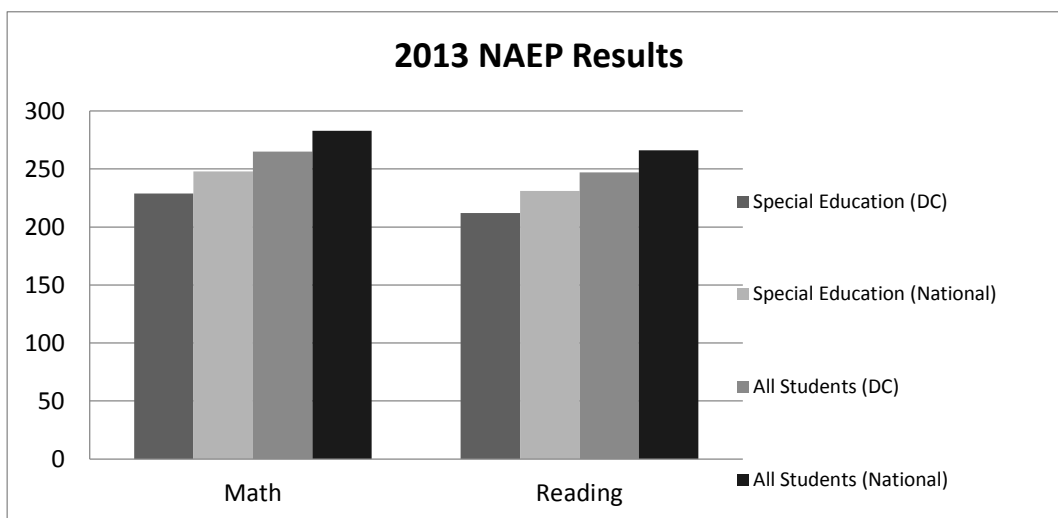
⁷ *Id.* at 2.

⁸ Facts About DC Public Charter School Board and Charter Schools (October 2013), [http://www.dcpbsb.org/data/files/fast%20facts%20-%20october%202013\[1\].pdf](http://www.dcpbsb.org/data/files/fast%20facts%20-%20october%202013[1].pdf)

a school in the traditional public school system. And of those, 58% were students with severe learning and emotional disabilities.

The District has a limited ability to meet the needs of Level 4 students. For the 2014-2015 school year, DCPS had fewer than 30 seats available for such students. Furthermore, most charter schools lack capacity to develop specialized programs for students with severe disabilities. Options PCS has that capacity, however.

In addition to the lack of quality public and charter schools, educational outcomes for special education students in the District lag behind national averages. As shown in Figure 1, special education students in the eighth grade in the District performed 19 points below their national peers in mathematics and 26 points below in reading. Only 19% and 24% of special education students achieved proficient scores in reading and math, respectively, on the District of Columbia Comprehensive Assessment System (DC CAS), as shown in Figure 2.



Both traditional schools and public charter schools struggle to address the behavioral problems of special education students. Citywide, the out-of-school suspension rate for special education students was 23% during the 2012-2013 school year, whereas the suspension rate for all students was 12%.⁹

Meeting the Need

Researchers have concluded that there are six common characteristics among students who drop out: a history of academic failure, being over aged, patterns of emotional and behavioral problems, frequent interaction with low-achieving peers, lack of psychological attachment to school, and increasing disinvolvement with school.¹⁰ Given the demographics of District students in grades six through 12 who are over aged, truant, and/or have behavioral disabilities, the District needs a public school options to serve such students, who are most in need and likely to drop out of high school.

Kingsman Academy will serve such students, furthering the District's goal to have 75% of students graduate in four years by 2018. Citywide, special education students have the lowest graduation rate of tracked subgroups: 44%.¹¹ This is why the District needs Kingsman Academy. It will improve not only the citywide graduation rate and meet the goal of a 75% graduation rate, but it will significantly increase the special education graduation rate.

This school year, the current Options PCS School Leadership Team, which is also the Founding Group of Kingsman Academy, has begun to implement research-based, practice-proven strategies to address the target population of OU students, students with truancy issues, and students with emotional and behavioral disabilities. For example, for the 2014-2015 school year, Options PCS offers a rich menu of specialized instruction and educational support services tailored to meet a range of learning and social-emotional needs, including credit recovery for OU students, targeted learning and behavior interventions for students with disabilities, and after-school tutoring and support. Options PCS has renewed its focus on academic success through revamped special education programs and a tiered Response-to-Intervention program that emphasizes academic and behavioral health and well-being. In addition, all Options PCS students receive personalized support from an advisor who is accountable for his or her students' success both in and out of the classroom. Furthermore, to increase students' connectedness to the school, Options PCS has introduced practical and engaging professional preparation programs and diverse range of engaging clubs and afterschool activities.

⁹ District of Columbia School equity Reports 2013, http://issuu.com/pcsb/docs/dc_equity_reports_part_one#.

¹⁰ Ormrod, *Characteristics of Students at Risk and Why Students Drop Out* (2010), <http://www.education.com/reference/article/characteristics-students-risk/>.

¹¹ DC Adjusted Cohort Graduation Rate by Subgroup, <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%202013%20ADJUSTED%20COHORT%20GRADUATION%20BY%20SUBGROUP%5B1%5D.pdf>.

Kingsman Academy will serve students in grades 6 through 12, with a focus on students who are over-age and under-credited, students with truancy issues, students with behavioral and learning disabilities, and other students who need additional academic and emotional supports to achieve.

The proposed school will be located in Ward 6, although the majority of students will likely be residents of Wards 7 and 8. The following chart compares Kingsman Academy's target population to traditional public schools and public charter schools serving a similar student population in Wards 6, 7, and 8. An analysis of the demographic data demonstrates that Kingsman Academy is needed to meet the needs of a substantial number of Level 4 special education students.

The chart that follows identifies all middle and high schools in Wards 6, 7, and 8 that serve grades 6 through 12, excluding middle schools with grades 4 and 5. On average, 96.4% of students in our target ward and grades are African American, 91.8% are low-income, and .5% are English Language Learners. The analysis reveals that only two schools, Anacostia and Maya Angelou Evans campus, serve 10% or more Level 3 special education students.

Name	Type	Ward	Total Enroll.	Grades	ELL %	Low-Income %	Race					Special Education			
							Black %	Hisp./Latino %	White %	Asian %	Other %	Level 1 %	Level 2 %	Level 3 %	Level 4 %
<i>Kingsman Academy</i>	PCS	6	300	6-12	0	100.0	99.7	0.3	0.0	0.0	0.0	2.0	6.0	9.0	48.0
Anacostia HS	Tra.	8	751	9-12	0.0	99.0	99.0	0.0	0.0	0.0	0.0	4.0	9.3	10.5	5.2
Ballou HS	Tra.	8	678	9-12	0.0	99.0	98.0	1.0	1.0	0.0	0.0	5.3	14.2	3.2	9.3
Chavez - Capitol Hill	PCS	6	389	9-12	3.4	81.7	84.6	15.4	0.0	0.0	0.0	2.6	8.2	2.6	2.6
Chavez - Parkside HS	PCS	7	373	9-12	1.8	81.1	91.3	6.2	0.5	0.0	0.0	1.9	7.2	2.1	0.5
Chavez - Parkside MS	PCS	7	305	6-8	0.6	87.7	95.3	4.7	0.0	0.0	0.0	5.9	6.6	1.6	0.3
Eastern HS	Tra.	6	783	9-12	1.0	99.0	97.0	2.0	0.0	0.0	0.0	4.1	11.6	3.7	6.5
Eliot-Hine MS	Tra.	6	292	6-8	0.0	99.0	99.0	0.0	0.0	0.0	1.0	3.1	8.6	2.7	10.6
Friendship - Tech	PCS	8	406	6-11	0.0	100.0	98.4	0.5	0.8	0.0	0.3	4.2	12.8	1.5	0.0
Friendship Collegiate	PCS	7	914	9-12	0.0	100.0	99.1	0.7	0.0	0.0	0.2	3.6	7.0	4.4	1.6
Hart MS	Tra.	8	561	6-8	0.0	99.0	98.0	2.0	0.0	0.0	0.0	2.9	7.0	9.1	7.8
HD Woodson HS	Tra.	7	762	9-12	1.0	99.0	100.0	0.0	0.0	0.0	0.0	9.1	9.4	4.1	6.3
IDEA	PCS	7	199	9-12	0.0	100.0	99.0	0.0	0.0	0.0	1.0	2.5	7.5	6.5	4.0
Jefferson MS	Tra.	6	299	6-8	1.0	99.0	90.0	4.0	0.0	4.0	1.0	6.0	8.7	2.0	7.4
Johnson MS	Tra.	8	271	6-8	1.0	99.0	99.0	1.0	0.0	0.0	0.0	5.9	15.9	1.5	3.3
Kelly Miller MS	Tra.	7	513	6-8	1.0	99.0	97.0	3.0	0.0	0.0	0.0	3.3	9.2	1.4	6.0
KIPP DC College Prep	PCS	8	424	9-12	0.0	78.2	97.5	0.0	0.0	0.0	1.8	0.7	3.5	8.0	5.7
Kramer MS	Tra.	8	368	6-8	0.0	99.0	99.0	0.0	0.0	0.0	1.0	3.0	14.4	1.4	3.8
Maya Angelou Evans Campus	PCS	7	296	9-12	0.0	100.0	99.7	0.3	0.0	0.0	0.0	1.3	3.3	16.3	4.6
National Collegiate Prep	PCS	8	330	9-12	0.0	89.7	99.0	0.6	0.0	0.0	0.4	4.2	10.0	0.9	0.9
Richard Wright PCS	PCS	6	322	8-12	0.5	100.0	99.0	0.5	0.0	0.0	0.0	4.0	13.4	2.2	0.6
Seed Public PCS School	PCS	7	342	6-12	0.0	73.0	99.4	0.6	0.0	0.0	0.0	4.1	9.9	0.6	0.0
Somerset	PCS	8	160	6-8	N/A	N/A	100.0	0.0	0.0	0.0	0.0	6.3	9.4	2.5	0.0

Name	Type	Ward	Total Enroll.	Grad es	ELL %	Low- Income %	Race					Special Education			
							Black %	Hisp./ Latino %	White %	Asian %	Other %	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Sousa MS	Tra.	7	295	6-8	0.0	99.0	99.0	1.0	0.0	0.0	0.0	8.1	6.1	2.0	3.1
St. Coletta	PCS	7	250	k-12	0.0	78.0	81.6	11.2	5.2	0.0	2.0	0.0	0.0	0.0	98.0
Stuart Hobson MS	Tra.	6	417	6-8	1.0	57.0	88.0	1.0	10.0	1.0	0.0	5.3	6.0	0.0	0.5
Thurgood Marshall Academy	PCS	8	399	9-12	0.0	79.8	99.7	0.3	0.0	0.0	0.0	3.0	4.3	3.8	0.5

Name	Type	Ward	Total Enrollment	Grades	2014 DCCAS by Proficiency		Growth on State Assessment (2013 to 2014)	
					Math	Reading	Math	Reading
<i>Kingsman Academy</i>	<i>PCS</i>	<i>6</i>	<i>300</i>	<i>6-12</i>	--	--	--	--
Anacostia High School	Tra.	8	751	9-12	22.4%	19.3%	3.9%	-0.3%
Ballou High School	Tra.	8	678	9-12	16.3%	15.2%	-2.9%	1.2%
Chavez - Capitol Hill	PCS	6	389	9-12	68.2%	55.0%	26.6%	7.5%
Chavez - Parkside HS	PCS	7	373	9-12	72.8%	50.0%	8.3%	-2.6%
Chavez - Parkside MS	PCS	7	305	6-8	48.6%	39.9%	-1.4%	-1.8%
Eastern High School	Tra.	6	783	9-12	40.4%	42.3%	1.1%	-5.1%
Eliot-Hine Middle School	Tra.	6	292	6-8	38.7%	34.5%	-4.2%	-1.8%
Friendship - Tech	PCS	8	406	6-11	49.0%	39.0%	0.9%	2.9%
Friendship Collegiate	PCS	7	914	9-12	47.2%	46.1%	11.7%	14.8%
Hart MS	Tra.	8	561	6-8	24.9%	23.7%	-1.7%	-5.9%
HD Woodson HS	Tra.	7	762	9-12	23.1%	16.9%	5.1%	-4.5%
IDEA	PCS	7	199	9-12	67.4%	56.5%	16.0%	-4.4%
Jefferson MS	Tra.	6	299	6-8	55.4%	44.8%	-8.0%	-0.5%
Johnson Middle School	Tra.	8	271	6-8	20.8%	27.8%	-8.4%	-2.3%
Kelly Miller MS	Tra.	7	513	6-8	58.2%	35.0%	5.3%	-2.5%
KIPP DC College Prep	PCS	8	424	9-12	95.4%	71.0%	8.1%	3.4%
Kramer MS	Tra.	8	368	6-8	24.1%	22.4%	-7.4%	-0.7%
Maya Angelou Evans Campus	PCS	7	296	9-12	12.7%	21.8%	-5.9%	11.7%
National Collegiate Prep	PCS	8	330	9-12	26.1%	33.3%	7.3%	1.4%
Richard Wright PCS	PCS	6	322	8-12	38.2%	51.4%	13.2%	7.2%
Seed PCS	PCS	7	342	6-12	62.9%	38.2%	-5.3%	-9.2%
Somerset	PCS	8	160	6-8	41.0%	38.0%	-	-
Sousa Middle School	Tra.	7	295	6-8	45.0%	40.2%	-0.3%	4.4%
St. Coletta	PCS	7	250	k-12	74.1%	85.2%	-17.5%	-11.2%
Stuart Hobson MS	Tra.	6	417	6-8	53.6%	60.9%	-10.3%	-3.3%

Name	Type	Ward	Total Enrollment	Grades	2014 DCCAS by Proficiency		Growth on State Assessment (2013 to 2014)	
					Math	Reading	Math	Reading
Thurgood Marshall Academy	PCS	8	399	9-12	84.4%	69.8%	-3.0%	7.7%

Kingsman Academy will expand educational options available to District families, particularly for students who have not been successful in other schools in the District. With its focus on over-age, under-credited students, students with truancy issues, and students with behavioral and emotional disabilities and problems, Kingsman Academy will be an attractive

Kingsman Academy will be an open-enrollment school and is prepared to accept any student who does not meet our intended population. Personalized education benefits general and special education students. All students will have individualized learning plans, which will inform instruction and guide placement into electives. Kingsman Academy will offer honors courses to students who excel academically, ensuring academic vigor. The Programs Department's Career and Technical Education (CTE) pathways and extracurricular activities will enable all students to be active members of the Kingsman Academy community while preparing them for post-graduation success.

2. RECRUITING AND MARKETING

a. Recruitment of Families and Students

Kingsman Academy will serve over-age, under-credited students, students with truancy issues, and students with behavioral or emotional disabilities that require additional supports.. Our students will likely be at-risk of dropping out of school, underachieving, truant, or have behavioral and emotional disabilities and problems. Reaching this target population requires a creative and robust marketing strategy. Kingsman Academy will prioritize the reenrollment of non-graduating students attending Options PCS. Current students and families will be contacted through mailings, phone calls, and home visits. Additionally, the Founding Group will host school-wide community days and ceremonies at Options PCS to communicate school transition plans and encourage reenrollment.

The Founding Group will launch an outreach campaign to develop relationships with school administrators, clinicians, and social agencies. Hosting information sessions and canvassing houses in high-risk neighborhoods will allow us to further identify students, including high school students who are likely to drop out. Community visits will be essential in the identification of students with learning disabilities who have exited the education system. Kingsman Academy will become known as “the first option” for students with level 3 and 4 behavioral and emotional disabilities, recognized for its use of a least restrictive environment while providing more intensive services through specialized programs. An ongoing outreach campaign and positive reputation will attract students and families.

Timeline for Student Recruitment

The chart below provides a summary of all recruitment activities, which will be used for the 2016-2017 school year and subsequent school years.

Activity	Initial Date	Completion Date
Post notifications of PCS approval	December 2014	---
Launch outreach campaign	May 2015	---
Establish relationships with social service agencies and local schools	May 2015	Ongoing
Post advertisements, host information sessions	November 2015	May 2016
Release enrollment application	February 2016	---
Canvas high-risk neighborhoods	February 2016	July 2016
Application deadline	April 2016	---
Notification of enrollment	May 2016	---
Continue recruitment, if space available	May 2016	August 2016

Ensuring a Fair and Equitable Open Enrollment Process

Kingsman Academy's target population is over-age and under-credited students, students with truancy issues, students with behavioral disabilities and problems, and other students who require additional support to achieve academically. Historical enrollment and recruitment efforts suggest that this population are less likely to participate in an early lottery or enrollment process. Therefore, Kingsman Academy will not participate in My School DC common application process (see Student Policies and Procedures for Enrollment and Withdrawal of Students for more information). Kingsman Academy will release an enrollment application in February 2016, to coincide with the common application expected release date. Kingsman Academy will publicize enrollment information in local newspapers, radio broadcasts, direct mail and websites such as the District of Columbia Public PCS School Board (PCSB). All materials will appear in foreign languages, especially Spanish. We will also host an "open night" to showcase programs, curriculum and supportive learning environment.

Expansion of Assets to Meet Enrollment Growth Plan

Students with disabilities require a supportive environment to excel academically and socially. Kingsman Academy must maintain a modest student population of up to 320 students throughout its existence to provide this supportive environment.

Backfilling Grades

The Founding Group recognizes that students may withdraw from Kingsman Academy during the school year and summers between school years. Kingsman Academy will attract new students through the above-mentioned recruitment strategy and referrals. The Founding Group's experience at Options PCS leads us to believe that demand for enrollment will be high following official Count Days. As such, we believe that we can maintain a 320-student population in the capacity year and beyond, using the expected waitlist to fill available seats.

1. MISSION AND PHILOSOPHY

a. Mission

Kingsman Academy Public PCS School provides an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

Philosophy

The philosophy of Kingsman Academy Public PCS School is that learning is a process of constructing meaning and integrating concepts into existing knowledge. Engaging students in this process requires rigorous curriculum, individualized instruction, and support systems designed to promote critical thinking, effective communication, and productive citizenship.

Education Focus

Kingsman Academy's educational model focuses on school culture, academics and supportive services. Below is a description of several programs and services offered by our school:

- *Individualized Instruction and Additional Resources for All Students* – All students at Kingsman Academy will benefit from a targeted academic program designed to address their unique needs. Kingsman Academy staff will work with each student to develop an individualized learning plan to ensure students make progress towards goals and earn the knowledge, skills and credits they need to graduate. Additional resources will be available for all students including credit recovery, targeted learning and behavior interventions, and after-school tutoring and support.
- *Rich Special Education Services* – Kingsman Academy will offer a rich menu of specialized instruction and educational support services tailored to meet a range of learning and social-emotional needs.
- *Career and Technical Education* – Students will have the opportunity to participate in practical and engaging professional preparation programs. These course offerings will provide students with meaningful real-world job skills, while also infusing core subject area knowledge and practice.
- *Small Class Sizes* – Kingsman Academy students will benefit from small class sizes and a small student-to-teacher ratio.

- *An Advisory Model* – All students at Kingsman Academy will receive personalized support from a teacher or social worker, an “Advisor” who is accountable for their students’ success both in and out of the classroom.
- *In-Depth Counseling and Social Emotional Supports* – Kingsman Academy students will have access to a range of counseling and therapeutic services including guidance counseling, occupational therapy and clinical services.
- *Post-Secondary Guidance and Support* – Students participate in college and career readiness activities and will develop the tools necessary to apply for and succeed in college and the workforce.
- *Extracurricular Activities* – Kingsman Academy will offer a diverse range of engaging clubs and activities during and after school.
- *Culture of High Expectation and Accountability* - All students will be surrounded by a culture of high expectations. Kingsman Academy students will compete nationally and internationally through the adaptation of Common Core State Standards. Student learning will be supported by a Response-to-Intervention model, Universal Design for Learning, in-house clinical services, and advisory. Personalized learning plans allow students to share the responsibility of learning. Faculty and staff perform their duties to the highest expectation and collaborate to educate students.
- *Data-Driven Culture* – Data is integrated in all operations at Kingsman Academy. Student data is collected through assessments, student work, behavior and attendance reports, and classroom observations. This data drives intervention strategies and academic rigor and pace. Data provides insight on teacher effectiveness and determines necessary professional development.
- *Positive Learning Environment* – Culture at Kingsman Academy will be based on respect for self, respect for others, respect for learning, and respect for environment. Students, staff, and parents support this environment by establishing community-wide expectations, which are then reinforced through Positive Behavior Intervention Supports.
- *Responsible Citizenship* – Through Career and Technical Education programs, extracurricular activities, and volunteerism, students will have numerous opportunities to hone their skills as active citizens of Kingsman Academy, the District of Columbia, and the greater society.

Kingsman Academy will serve students at-risk of dropping out of high school because they are underachieving, truant, have behavior problems, or exceptionalities requiring therapeutic special education services. Serving this population will enable Kingsman Academy to continue to serve the population currently served by Options PCS. Permanent

closure of Options PCS and displacement of its students would strain the resources of existing schools and further increase the likelihood of our students dropping out of high school.

Kingsman Academy's education focus is aligned with industry best practices and provides at-risk students with resources required to succeed. Our commitment to curriculum vigor and personalized instruction ensures that all students—especially those who have been unsuccessful in other schools—succeed.

2. GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

Kingsman Academy will adopt individualized goals, in concert with the District of Columbia Public PCS School Board (PCSB). As of September 2014, the Founding Group is working with PCSB to develop goals for Options PCS under the Alternative Accountability Framework. The Founding Group anticipates using these goals for Kingsman Academy. The framework for those goals is as follows:

Proposed Individualized Goals

Proposed Individualized Goals																																						
Student Growth Performance Indicator	Metrics																																					
<p>1. The median growth percentile (MGP) in reading for non-special education students will increase by 5 percentile points each year. Based on the two average MGP of 29.4, the school is “below standard” in reading. By June 2018, general education students in grades 6-10 will be “approaching” the MGP reading target.</p> <p>The median growth percentile in reading for special education students will increase by 2 percentile points each year. By June 2018, special education students in grades 6-10 will be “approaching” the MGP reading target.</p> <p>2. The median growth percentile in math for non-special education students will increase by 5 percentile points each year. Based on 2010-2012 two year MGP baseline average of 33; the school is “below standard” in math. By June 2018, general education students in grades 6-10, will be “approaching” the MPG math target.</p> <p>The median growth percentile in math for special education students will increase by 2 percentile points each year. By June 2018, special education students in grades 6-10 will be “approaching” the math MPG target.</p> <p>3. Students identified as “at risk” in the fall of June 2016 will show a minimum of 10% growth in reading performance in the spring as determined by the Scantron Performances Series reading scale score gains analysis. By June 2018, the percentage of special education students who move from “at risk” to “on grade level” will increase by 5% when compared to the percentage of special education students who moved from “at risk” to “on grade level” in June 2017, as</p>	<table><tr><th colspan="3">MGP Reading Growth</th></tr><tr><th>Performance Rating</th><th>Non-Special Education</th><th>Special Education</th></tr><tr><td>Below Standard</td><td>30</td><td>15</td></tr><tr><td>Approaching</td><td>31-35</td><td>16-20</td></tr><tr><td>Meets Standard</td><td>36-40</td><td>21-30</td></tr><tr><td>Exceeds Standard</td><td>41-50</td><td>31-40</td></tr></table> <table><tr><th colspan="3">MGP Math Growth</th></tr><tr><th>Performance Rating</th><th>Non-Special Education</th><th>Special Education</th></tr><tr><td>Below Standard</td><td>35</td><td>20</td></tr><tr><td>Approaching</td><td>26-30</td><td>21-25</td></tr><tr><td>Meets Standard</td><td>31-40</td><td>26-30</td></tr><tr><td>Exceeds Standard</td><td>41-50</td><td>31-35</td></tr></table>		MGP Reading Growth			Performance Rating	Non-Special Education	Special Education	Below Standard	30	15	Approaching	31-35	16-20	Meets Standard	36-40	21-30	Exceeds Standard	41-50	31-40	MGP Math Growth			Performance Rating	Non-Special Education	Special Education	Below Standard	35	20	Approaching	26-30	21-25	Meets Standard	31-40	26-30	Exceeds Standard	41-50	31-35
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Proposed Individualized Goals

determined by the Scantron Performance Series reading scale score gains analysis.

Students who are on grade level, in the upper quartile, and advanced will increase growth in reading by 10% each year.

4. Students identified as “at risk” in the fall of June 2017 will show a minimum of 10% growth in math performance in the spring as determined by the Scantron Performances Series math scale score gains analysis. By June 2018, the percentage of special education students who move from “at risk” to “at grade level” will increase by 5% when compared to the percentage of special education students who moved from “at risk” to “on grade level” in June 2017, as determined by the Scantron Performance Series math scale score gains analysis.

Students who are on grade level, in the upper quartile, and advanced will increase growth in math by 10% each year.

Sample Reading Gains Report Scantron Performance Series

Fall Overall Rating	6th	7th	8th	9th	10th
At Risk	<2590	<2658	<2746	<2794	<2830
On Grade Level	2591-2950	2659-2981	2747-3047	2747-3047	2831-3108
Upper Quartile	2951-3139	2982-3155	3045-3227	3048-3227	3109-3320
Advanced	3140	3156	3228	3228	3321
Spring Overall Rating					
At Risk	<2676	<2726	<2792	<2828	<2845
On Grade Level	2677-3010	2727-3032	2793-3089	2829-3123	2846-3152
Upper Quartile	3011-3189	3033-3214	3090-3263	3124-3297	3153-3350
Advanced	3190	3215	3264	3298	3351

Scantron Performance Series gains analysis measures the percentage of students in the aggregate who met their defined growth target and the average Scaled Score for the students in the aggregate for each testing period, Scantron Gains Analysis report provides measures of actual student gains against targeted student gains for math and reading. Student gains are measured against a set of performance criteria to determine whether students are improving at a grade-appropriate rate. Scantron Performance Series gains analysis measures the percentage of students in the aggregate who met their defined growth target and the average Scaled Score for the students in the aggregate for each testing period, Scantron Gains Analysis report provides measures of actual student gains against targeted student gains for math and reading. Student gains are measured against a set of performance criteria to determine whether students are improving at a grade-appropriate rate.

Proposed Individualized Goals

Student Achievement

1. By June 2018, 85% of special education students in grades 6-12 will demonstrate mastery of IEP common core reading goals as identified on quarterly IEP report cards.
By June 2018, 85% of special education students in grades 6-12 will demonstrate mastery of IEP common core math goals as identified on quarterly IEP report cards
2. By June 2018, 90% of non-special education students in grades 6-12 will demonstrate mastery of Suggested Learning Objectives in reading as identified through quarterly performance series diagnostic assessments.
3. By June 2018, 90% of non-special education students in grades 6-12 will demonstrate mastery of Suggested Learning Objectives in math as identified through quarterly performance series diagnostic assessments.

Gateway Targets

1. All high school students enrolled in a minimum of 150 instructional days per year will maintain a 90% credit earning rate by June 2018. This indicator quantifies successfully completion of courses enrolled. Credits are computed as credits earned divided by credits attempted.
2. All high school students enrolled a minimum of 150 instructional days per year in June 2017 will maintain 15% credit earning improvement rate in June 2019. The credit earning improvement rate reflects the school level difference between the credit rates earned for matched students between the 2018-2019 and the 2017-2018 school year. Matched students are selected based on whether they were enrolled for a minimum of 150 days in the current year and a minimum of 150 days in the prior year.
3. The school will increase its graduation rate to 95% by June 2020.

Student Engagement

1. The school will increase the yearly attendance rate for students in grades 6-12 to 90% by June 2020.
2. The school will maintain an attendance improvement rate of 50% by June 2019. The attendance improvement rate compares attendance rates for matched students between 2018-2019 and 2017-2018. Matched students are selected based on whether they were enrolled for a minimum of 150 days in the current year and a minimum of 150 days in the prior year.
3. By June 2018, the school will maintain a truancy rate of less than 35%.
4. By June 2019, the school will increase its truancy improvement rate by 50%. The truancy improvement rate compares days absent unexcused for matched students between the 2018-2019 and 2017-2018.

Proposed Individualized Goals
<p>5. By June 2019, the school will maintain a 15% re-engagement graduation rate for any senior over-aged and under-credited who earned a diploma regardless of their time out of 9th grade cohort. The re-engagement graduation rate measures the percent of students in any graduation cohort who previously dropped out of school.</p> <p>6. By June 2019, the school will maintain a 30% re-engagement enrollment rate. The re-engagement enrollment rate measures the percent of students over-aged and under-credited in any graduation cohort who re-enrolled after dropping out of school regardless of their time out of 9th grade cohort.</p> <p>7. By June 2019, students identified as having emotional or behavioral disabilities will move from “clinical significant” to “at risk” as based on results from pre and post BASC-2 Behavioral and Emotional Screening Systems assessment t-scores results. Baseline to be established 2016-2017 school year.</p>

3. CURRICULUM

The curriculum at Kingsman Academy Public PCS School will prepare students for post-secondary success and responsible citizenship. All students, including struggling learners and students with more severe learning, cognitive, or emotional disabilities, will be surrounded by a culture of high expectations. To ensure that students meet high expectations, learning will be supported by a Response-to-Intervention (RTI) problem-solving model and Universal Design for Learning principles, designed to ensure that students receive the resources, tiered interventions, and instructional, behavioral, and health supports they need. Students with disabilities will also participate in a continuum of supports and services designed to meet their individual needs and ensure that they have access to the least restrictive environment for learning.

Advisors will serve as mentors and guides for students, and will help students develop personalized learning plans, which will ensure that all students (including those with Individualized Education Programs (IEPs) and transition plans) will have a clear roadmap for secondary and post-secondary success. Students will build knowledge, skills, and abilities through a rigorous, relevant, and engaging Common Core aligned curriculum, hands-on electives, and real-world career and technical learning pathways developed in collaboration with public and private employers and community partners. And an Academic Wellness Team will provide counseling and a variety of other mental, behavioral, instructional, and physical health supports so that all students are “available to learn” and are motivated to stay in school and graduate.

a. Student Learning Standards

-- English Language Arts

Learning standards: English Language Arts (ELA) at Kingsman Academy will be aligned to the Common Core State Standards (the Common Core), standards that have been nationally and internationally benchmarked and rigorously developed over the last several years. Common Core ELA learning standards are designed to prepare students for college and careers in the 21st century, and to help students develop the critical thinking, reading, writing, listening and speaking, and language skills that will help them succeed in life.

Competitiveness and alignment: The standards are vertically aligned and allow educators to use anchor standards to enable students to gradually extend their knowledge and skills as they progress through middle and high school. Kingsman Academy believes that these are essential skills in all classrooms and, as such, English Language Arts (“ELA”) CCSS will be infused into all subject matter. The Common Core is rooted in this belief. The standards set requirements not only for English language arts classes, but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards

specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Standards for English Language Learners: Due to the nature of our targeted demographic, we do not anticipate serving a significant percentage of English Language Learners (ELLs). To ensure that we meet the learning needs of every student, however, all students will take a home language survey upon enrollment. If this survey indicates that the student's home language is a language other than English, we will review the student's records to determine if he or she received ELL services in the past, and retrieve any past language assessment data. If no records are available, identified students will take the WIDA ACCESS Placement Test (WIDA - APT) to determine their levels of English proficiency. If the assessment results indicate that a student would benefit from receiving English as a Second Language (ESL) supports and services, then these will be provided.

In the event that ELL students do enroll, we may add additional teaching staff or contract with an ELL service provider to provide supports and services specially designed meet the needs of ELL students. Supports and services may include, but not be limited to: co-teaching; the use of sheltered instruction observation protocol (SIOP) methods¹², and other research validated methods to ensure that ELL students have equitable access to Common Core ELA standards.

To ensure that ELL's have full access to the Common Core ELA standards, we will also draw on a variety of resources, such as WIDA's recently released English Language Development Standards, and an National Science Foundation-funded teacher's guide to ELL proficiency WIDA is developing that will provide a framework for content that supports CCSS implementation.¹³

Adjustments to learning standards: Our educational model is designed to serve students at risk, including those with identified disabilities, those who may be performing significantly below grade-level, and those experiencing a variety of life challenges--poverty, homelessness, incarceration, etc. To ensure that all students are able to access to the core curriculum--including the ELA standards--we will build a number of supports into our curriculum.

For students with disabilities, annual Individual Education Program (IEP) goals will be based on present levels of academic achievement and functional performance (PLAAFPs) and will be aligned to Common Core standards. At each grade level, case managers (special education teachers assigned to manage specific student's cases) will work with general education teachers to unpack grade-level standards, breaking them into manageable chunks, so that

¹² For more information on the SIOP Model, see <http://www.cal.org/siop/>.

¹³ Farrell, Elizabeth F. "Adapting the Core," *Scholastic Administrator*. New York: Scholastic. Fall 2013. Accessed online August 22, 2014.

students can gradually master standards as they progress.¹⁴ This process will enable IEP teams to tie individual student goals directly to Common Core standards. It will also help educators, parents, and students understand how appropriate accommodations and modifications help students meet standards.

Kingsman Academy will use a similar process to ensure that all student learning is aligned to the Common Core. All students will have personalized learning plans that will tie learning goals to comprehensive academic assessment data, including, but not limited to: grades, discipline and incident reports, DC-CAS/PARCC data, and Performance Series diagnostic results. In turn, plans, coupled with regular and systematic assessment, will ensure that students participate in tiered interventions and supports designed specifically to boost learning by reinforcing skills and deepening understanding at appropriate levels.

Middle and early high school students, for example, who are identified (based on a range of assessment data, including but not limited to grades, discipline and incident reports, DC-CAS/PARCC data, and Performance Series diagnostic results) as needing Tier II ELA supports, may participate in an intervention block for 90 minutes every other day as part of their middle and early high school ELA course sequence. During this block, students will have access to intensive intervention resources such as System 44 Next Generation or READ 180 Next Generation. Both System 44 and READ 180 have been aligned to the Common Core. They are designed to enable students who are struggling, or in the case of System 44, performing far below grade level, to access and increasingly meet grade-level Common Core learning standards.

System 44, a research-based Universal Design for Learning-aligned¹⁵ reading intervention for older students who are performing several years below grade level, provides students with the foundational decoding, comprehension, and metacognitive skills they need to become fluent and effective readers. Students participate in teacher-facilitated instruction and use personalized technology, independent reading, and writing to read and understand increasingly complex texts.

READ 180, designed for struggling, not yet proficient readers, builds on System 44 and allows students to strengthen phonemic awareness, fluency, comprehension, and vocabulary through whole group, small group, and individual reading practice. Like System 44, READ

¹⁴ The California Department of Education has developed several online resources for helping educators unpack the Common Core and develop standards-aligned goals, see California Department of Education Common Core Resources for Special Education, <http://www.cde.ca.gov/sp/se/cc/>. See also Office of the State Superintendent of Education (OSSE) Division of Specialized Instruction. *Standards Based IEP Guide: A Resource for Local Education Agencies*. Washington DC: OSSE. October 2013. Accessed online August 23, 2014.

¹⁵ See Scholastic. *Compendium of System 44 Research*. New York: Scholastic, 2014. Accessed online August 22, 2014. Both System 44 and Read 180 have been endorsed by the Council of Administrators of Special Education for use with special education students.

180 has been built and refined with the Universal Design for Learning framework in mind. An overview follows:

A multisensory instructional approach allows for multiple means of representation of learning materials. For example, the software, independent reading books, Audiobooks, Anchor Videos, the rBook, and teacher-directed lessons offer variety in means of accessing lesson content...READ 180 Next Generation offers students multiple means of expressing their learning through words and writing. In the software, students read and record text passages to practice and demonstrate fluency. All software, paperbacks, and Audiobooks include QuickWrites and graphic organizers to allow students to show comprehension in a way that meets their needs. Assessments in both software and print format offer multiple means for students to demonstrate their knowledge.¹⁶

Both of these interventions are tailored directly to students' learning needs, so that as students' skills and understanding grow, they are able to take advantage of increasingly challenging learning activities. Data dashboards enable students, teachers, and school leaders to track student progress, to ensure that students are engaged and learning at a rigorous level.

Progression of standards: In addition to these interventions, students will also receive support from special education teachers in co-taught classes, resource classes, and through push-ins and pull-outs with literacy specialists as needed. These supports, described in more detail in the Instructional Strategies and Resources sections, will provide students with individualized Tier III literacy support, and if appropriate, Special Education Support. They will help students participating in interventions such as System 44 and READ 180 integrate what they are learning and access grade-level standards, and they will also provide targeted support (through research-based, effective programs that may include but not be limited to programs such as Wilson Reading, Lindamood Bell, and My Reading Tutor) to struggling students in all grades.

The curriculum at Kingsman Academy Public PCS School will prepare students for post-secondary success and responsible citizenship. All students, including struggling learners and students with more severe learning, cognitive, or emotional disabilities, will be surrounded by a culture of high expectations. To ensure that students meet high expectations, learning will be supported by a Response-to-Intervention problem-solving model and Universal Design for Learning principles, designed to ensure that students receive

¹⁶ Scholastic. *READ 180 Next Generation Program Overview*. New York: Scholastic. 2012.

the resources, tiered interventions, and instructional, behavioral, and health supports they need. Students with disabilities will also participate in a continuum of supports and services designed to meet their individual needs and ensure that they have access to the least restrictive environment for learning.

Advisors will serve as mentors and guides for students, and will help students develop personalized learning plans, which will ensure that all students (including those with IEPs and Transition plans) will have a clear roadmap for secondary and post-secondary success. Students will build knowledge, skills, and abilities through a rigorous, relevant, and engaging Common Core aligned course sequence, hands-on electives, and real-world career and technical learning pathways developed in collaboration with public and private employers and community partners. And, an Academic Wellness Team will provide counseling and a variety of other mental, behavioral, instructional, and physical health supports so that all students are “available to learn” and are motivated to stay in school and graduate.

Students participating in the Voyager self-contained program (a program for students with intellectual disabilities described in detail in the Instructional Methods section) may access Common Core ELA and Math Standards (as well as other related standards) using the Styer-Fitzgerald Secondary Functional Curriculum. This curriculum, which has been used successfully in several secondary classrooms in the Baltimore area, enables students to access grade-level Common Core standards through a functional, life-skills approach.¹⁷

To ensure that Kingsman Academy also meets the needs of learners who are performing beyond grade level, we will offer Honors English courses, where students will engage in more complex assignments and project-based learning activities, aligned to higher-level reading, writing, speaking and listening, and language standards.

-- Mathematics

Learning standards: The mathematics curriculum at Kingsman Academy will also be aligned to the Common Core. As students progress through middle and high school, they will increasingly deepen their mathematics understanding and skill, continuing to build and extend foundational practices as they progress.

Competitiveness and alignment: Like the ELA standards, the Common Core Math Standards have been developed to ensure that students are prepared for college and careers in an increasingly complex and interdependent global society. The vertically aligned standards are also designed to allow students to increase their understanding and skill by exploring fewer topics in more depth, and by returning to those topics at deeper levels of complexity as they progress through their school careers.

¹⁷ For more information on this curriculum, see <http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/91/pdf/307-Claremont-SPP-2013.pdf> and <http://www.styer-fitzgerald.com/>.

Standards for English Language Learners (ELLs): To ensure that these standards are accessible to all students, including English Language Learners, Kingsman Academy will use WIDA and other research-based resources to remove language barriers to learning standards. This will be especially important as students work to master not only mathematical skills, but also language skills that enable them to understand mathematical concepts and solve complex word problems.

Research suggests that

- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem;
- Instruction should ensure that students understand the text of word problems before they attempt to solve them; and
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments.¹⁸

Adjustments to learning standards: Similar to the ELA program, Kingsman Academy's mathematics program will also be designed to support students with disabilities and students performing below grade level through a continuum of tiered supports and services. Educators will use comprehensive assessment data to develop, implement and monitor appropriate supports aligned to students' personalized learning plans and IEPs, including, but not limited to: co-teaching support, push-ins and pull-outs, and individualized support.

Tier II supports, for example, may include 90-minute Math 180 learning labs, offered every other day, to middle and early high school students in need of additional support to be successful in higher level mathematics. Like READ 180, Math 180 incorporates Universal Design for Learning principles. It has been organized around a scope and sequence that includes nine blocks of instruction connected to career clusters, allowing students to increase knowledge and skill through real-world applications that are interesting to them. By focusing on “the core within the Core,” key concepts that are central to the Common Core

¹⁸ National Governor's Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). *Application of Common Core State Standards for English Language Learners*. Washington, DC: NGA Center and CCSSO. Accessed online August 22, 2014.

Mathematics standards, and an approach to learning rooted in a growth mindset, Math 180 enables students to gradually improve their skills and learn to think algebraically.¹⁹ Data dashboards enable students, teachers, and school leaders to track student progress, to ensure that students are engaged and learning at a rigorous level.

Progression of standards: As Kingsman Academy students progress through the math sequence, they will have access to similarly designed learning labs and other resource supports for higher level math. Tier III support will include intensive, specialized support, using programs that may include but not be limited to FASTT Math and Touchmath²⁰, aligned to students' IEP goals and/or personalized learning plans. Kingsman Academy will also provide wrap-around supports through afterschool tutoring, summer skill-building, and blended learning applications that students can use to enhance learning through games and career exploration activities.

Kingsman Academy will offer an honors mathematics course sequence for advanced students performing beyond grade level. These courses may include, but not be limited to:

- Honors Algebra
- Honors Geometry
- Honors Algebra II
- Honors Trigonometry/Pre-Calculus
- Calculus

-- *Science*

Learning standards: In line with forward-thinking schools and school systems across the United States, Kingsman Academy will align the science curriculum to the Next Generation Science Standards (NGSS). The vertically aligned and internationally benchmarked NGSS grew out of the Framework for K-12 Science Education, a framework facilitated by the National Research Council (NRC) and developed by researchers, scientists, and educators to ensure scientific validity and accuracy. The Framework lays out a vision for what it means for students to be “proficient in science” in the 21st century. After the Framework was developed, state-level policy-makers, educators, teachers, and community and business representatives worked collaboratively to develop the NGSS.

Competitiveness and Alignment: The Next Generation Science Standards are aligned to the Common Core math and ELA standards, allowing educators and students to make

¹⁹ Scholastic. *Math 180 Research Foundation Paper*. NY: Scholastic. June, 2013. Accessed online August 23, 2014.

²⁰ See Resources section for more details on each of these interventions.

connections across disciplines. The Kingsman Academy curriculum will draw on this alignment, ensuring that educators and students understand how standards are connected to and support each other, helping to better prepare all students for college and career readiness.

For example, in the Common Core and NGSS “students are expected to engage in argumentation from evidence; construct explanations; obtain, synthesize, evaluate, and communicate information; and build a knowledge base through content rich texts across the three subject areas. Such convergence is particularly beneficial for students from non-dominant groups who are pressed for instructional time to develop literacy and numeracy at the cost of other subjects, including science. Integration of subject areas strengthens science learning for all students, particularly students who have been traditionally underserved.”²¹

Standards for ELLs: Organizations working to ensure that Common Core math and ELA standards are accessible to ELLs, are also working to adapt and support the implementation of NGSS standards. Understanding Language: Language, Literacy, and Learning in the Content Areas, an initiative of the Stanford Graduate School of Education, for example, is designed to support the development of research, resources, and professional development to ensure that English language learners have equitable access to the Common Core and the NGSS. Kingsman Academy will utilize tools such as the Understanding Language tools to support the successful implementation of NGSS standards for ELLs.²²

Adjustments to learning standards: Like all subjects at Kingsman Academy, the science curriculum will be infused with a Universal Design for Learning approach to knowledge and skill acquisition. Students will engage in hands-on, project-based learning activities, using “multiple means of representation, multiple means of action and expression, and multiple means of engagement,” all strategies proven to be effective for students with disabilities.²³ Students will also participate in an annual science fair, thematically linked across grade levels, that will be tied to grade-level standards and will enable students to engage in range of the “practices” that are emphasized in the NGSS:

- Asking questions (for science) and defining problems (for engineering)

²¹ NGSS Lead States. *Next Generation Science Standards; Appendix D - All Standards, All Students: Making the Next Generation Science Standards Accessible to All Students*, p. 4 of 21. Washington, DC: The National Academies Press. June, 2013. Accessed online August 22, 2014.

²² See for example, Quinn, Helen, Ohkee Lee, and Guadalupe Valdes. “Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs,” paper presented at the *Understanding Language Conference*, January, 2012. Stanford, CA: Stanford University Press. Accessed online August 22, 2014.

²³ NGSS Lead States, *Next Generation Science Standards; Case Study 3: Students with Disabilities and the Next Generation Science Standards*, p. 1 of 16. Washington, DC: The National Academies Press. June, 2013. Accessed online August 22, 2014.

- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and developing designs (for engineering)
- Engaging in argument from evidence; and
- Obtaining, evaluating and communicating information.²⁴

To support science learning and ensure student mastery of Next Generation Science Standards, the RTI problem-solving model--applied across the Kingsman Academy curriculum--will provide tiered interventions and supports to build student understanding and skill development. Tier II math and ELA interventions will be aligned to and support science and engineering concepts, where applicable. Teachers will also provide push-in and pull-out supports, and several classes, including middle school science and high school classes, such as biology, earth science, and chemistry, may be co-taught.

Student learning will be differentiated and regularly assessed, ensuring that resources and supports are calibrated to students' evolving learning needs, and that students are progressively challenged.

In addition to differentiating instruction, and ensuring that all learners are challenged, Kingsman Academy will also offer several science honors courses, for advanced students performing above grade level. These courses may include, but not be limited to:

- Honors Environmental Science
- Honors Earth Science
- Honors Biology
- Honors Chemistry
- Honors Physics

²⁴ Quinn, Helen, Ohkee Lee, and Guadalupe Valdes. "Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs," paper presented at the *Understanding Language Conference*, January, 2012. Stanford, CA: Stanford University Press. Accessed online August 22, 2014.

Progression of standards: Additionally, courses will be aligned to increasingly challenging grade-level standards connecting the NGSS cross-cutting concepts: Patterns; Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Energy and Matter; Structure and Function; and Stability and Change.

-- *Social Studies*

Learning standards, competitiveness and alignment: Social studies at Kingsman Academy will follow the District of Columbia Social Studies Standards²⁵ and will be aligned to the Common Core for reading, writing, and research, as appropriate. Based on California and Massachusetts' curriculum frameworks and developed with input from DC area teachers and administrators, the DC Social Studies Standards emphasize what students should know and be able to demonstrate about history, geography, economics, politics and government at each grade level. The standards are vertically aligned and integrate history and social studies analysis skills in each grade band, at increasingly complex levels.

In line with the Common Core and the NGSS, Social Studies Standards "require that students develop a firm grasp of reasoning and practice in inquiry and research. Students must learn how frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation."²⁶ By drawing on this alignment, made explicit in the Common Core ELA History and Social Studies Standards for grades 6-12, and making connections across the curriculum, Kingsman Academy educators will further underscore and build students' college and career readiness.

Standards for English Language Learners: To ensure that English language learners are able to comprehend and meet social studies standards, Kingsman Academy will employ several strategies to adapt and extend standards, including, if applicable, offering social studies courses that are taught or co-taught by ESL certified staff and providing individualized language support where needed.

Adjustments to learning standards: To support social studies learning and ensure student mastery of social studies standards, where possible, Tier II and III ELA interventions will be aligned to and support social studies learning, through the use of thematically-aligned reading, for example. Teachers may also provide push-in and pull-out supports, and several middle and high school social studies classes may be co-taught. Resources will also be aligned to grade-level standards, and Universal Design for Learning principles will be applied to ensure that all students can access and meet standards.

²⁵ See http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCPS-horiz-soc_studies.pdf

²⁶ District of Columbia Public Schools (DCPS), Office of Academic Services. *Social Studies Pre-K-Grade 12 Standards*. Washington, DC: DCPS. Accessed online August 22, 2014.

Progression of standards: Course progression will follow the DC identified courses based on the standards for the course. Courses will utilize a variety of means to ensure student mastery including chronological and thematic approaches, as appropriate to student learning. Honors courses will be offered to ensure that students who are performing above grade level are appropriately challenged.

-- Arts and Music

Learning standards: An integral part of Kingsman Academy's approach to learning is the integration of arts throughout the curriculum. As countless research studies have demonstrated, hands-on arts-related activities allow students to learn and express themselves in alternate ways--through music, visual arts, theater, media arts, and dance. Moreover, research has also shown that the study of arts enhances students' success and engagement in school generally, building reading and language, mathematics, thinking and social skills; increasing students' motivation to learn; and helping to create a positive school environment.²⁷ This is especially important for students with disabilities, struggling learners, those with learning differences, and students who may be disengaged.

Where possible, educators will seek to embed arts-related activities in courses throughout Kingsman Academy. They may use plays and skits in ELA courses; they may encourage students to build models in science courses; and they may encourage music and multi-media presentations in social studies courses.

Competitiveness and alignment: In designing and implementing arts courses and arts activities throughout the curriculum, Kingsman Academy will follow the DC Arts Standards.²⁸ Developed collaboratively by teachers, administrators, artists, and diverse community arts organizations over several years, the DC Arts standards are closely aligned to national learning standards for arts education.

ELLs and adjustments to learning standards: To ensure that the standards are accessible and meaningful to *all* students, Kingsman Academy will incorporate several strategies, including, but not limited to the following:

- Maintain high expectations for all students;
- Use the principles of Universal Design for Learning;
- Promote communicative competence, so that students comprehend arts concepts and forms and are able to express themselves using a variety of media;

²⁷ See for example, Ruppert, Sandra. *Critical Evidence: How the Arts Benefit Student Achievement*. Washington, DC: National Assembly of State Arts Agencies. 2006.

²⁸ See <http://osse.dc.gov/service/dc-educational-standards>, Arts Standards links.

- Select and use appropriate accommodations for individual students, ensuring that IEPs and IEPs goals are developed with an arts integration focus in mind;
- Make use of evidence-based practices, including teaching and learning practices that are aligned to student's needs;
- Target instruction and use formative indicators of student performance.²⁹

Each of these strategies will help arts and music teachers, special educators, and general education teachers work together to develop courses and activities that enable all students to achieve arts standards.

Progression of standards: The arts course sequence will be aligned to the DC Arts standards. Advanced students will be encouraged to take on more challenging activities and assignments, and if appropriate, participate in independent projects and performances.

-- Health and PE

Standards, competitiveness and alignment: The health and physical education (PE) curriculum at Kingsman Academy will be aligned to the DC Health Standards³⁰ and the DC Physical Education Standards.³¹ These standards are organized by strands, spanning the Pre-K-8 and high school grade spans, and lay out the knowledge, skills and abilities students are expected to master at each grade level.

ELLS and adjustments to learning standards: Health--physical and mental health--is at the core of Kingsman Academy's educational model. Teachers, counselors, behavioral specialists, Student Affairs staff, and related services providers will reinforce health and physical education standards through student activities, counseling sessions, and other wrap-around supports designed to improve student learning and achievement. Throughout Kingsman Academy's curriculum, for example, students will build self-management skills (Health Strand 3), interpersonal communication skills (Health Strand 5), and decision-making and goal-setting skills (Health Strand 6).

Progression of standards: Standards will be embedded in the health and physical education course sequence, and where possible, standards will also be included in relevant coursework, after-school and extended learning activities as well.

-- World Language

²⁹ Malley, Sharon M. *Students with Disabilities and the Core Arts Standards: Guiding Principles for Teachers*, White Paper developed for the National Coalition for Core Arts Standards. Accessed online, August 22, 2014. See <http://www.nationalartsstandards.org/content/resources>.

³⁰ See <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/health9-10.pdf>.

³¹ See <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/physicalstandards.pdf>

Standards, competitiveness, and alignment: Kingsman Academy world language courses will be aligned to the DC World Language standards.³² Organized around 5 Cs -- communication, cultures, connections, comparisons, and communities -- the standards were developed by teachers, administrators, and representatives from state and national organizations. They have been aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning in the 21st Century and are designed to prepare students for 21st Century language proficiency.

ELLs and Adjustment of learning standards: To ensure that students are able to access world language standards and demonstrate proficiency in language learning, language learning will be scaffolded and supported through a variety of means. Tiered interventions and supports, including but not limited to: ability grouping, one-on-one support and tutoring, and a variety of specialized resources may be used to support student learning and mastery. The Universal Design for Learning frame will also be applied to ensure that materials enable students to access language learning in multiple and varied ways. Where possible, we will seek to connect ELA interventions to world language learning as well, and advanced students may be encouraged to serve as tutors and mentors to early or struggling language learners.

We will also seek to use the language skills of English language learners to leverage world language learning for speakers of other languages. This is often an area for non-native speakers shine, and it can serve as way to reinforce learning in other areas of the curriculum.

Progression of standards: We will follow the required DC two-year course sequence, and language standards will be aligned accordingly.

-- Career and Technical Education

Standards, competitiveness, alignment, and progression: Kingsman Academy's Career and Technical learning standards and course offerings will play a central role in our approach to learning. By offering students hands-on, 21st Century work- and skills-based learning opportunities, we will offer students multiple pathways to learning, college, and career preparedness.

To ensure that students are prepared for viable careers, we will seek to align our CTE standards and course offerings to the DC Strategic Plan for Career and Technical Education.³³ Created by the District's Career and Technical Education Task Force (a collaborative group that included representatives from the Public PCS School Board, the Office of the State Superintendent of Education, DC Public Schools, and the Deputy Mayor of Education, along with several other offices) in 2012, the strategic plan identifies several high skill, high wage,

³² See http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/newDCG_WLS_Final_022309new.pdf

³³ See <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/PUBLIC%20CTE%20Strategic%20Plan.pdf>

or high demand occupations. It also identifies a vision and expectations for what quality programs of study should look like.

Kingsman Academy will seek to offer several courses that align with these occupations and standards for program quality. Additionally, to ensure that course offerings lead to viable post-secondary and career options, we will focus our efforts on two-three high-impact pathways, aligned to industry standards. Pathways may include (but not be limited to), for example, 1) Hospitality, Tourism and Culinary Arts (HTC), and 2) Early Childhood Education (see attached Scope and Sequence in Section H for more information). These pathways reflect student interest and industry demand. For example, a significant population of Options PCS students completed 2 sequences of the HTC. Students provided feedback on the courses continuation and stated they would like to continue the program. Tourism is also a growing industry in the District of Columbia. Kingsman Academy students who complete this pathway will be prepared to join this growing industry.

English Language Learners and adjustments to learning: Like language learning, career and technical learning and work skills often serve as motivators to students who may be challenged or feel disconnected in more traditional academic settings. Designed as hands-on learning opportunities, CTE courses allow students to develop real-world job skills and see and experience first-hand how learning and skills mastery translate into career possibilities.

Interventions and supports will be designed to support students throughout the curriculum, including those with disabilities and English language learners. For students with disabilities, CTE learning will also be aligned to students' transition plans. The transition requirements in IDEA, District of Columbia Municipal Regulations (DCMR), and OSSE Secondary Transition Policy are designed to ensure that school staff:

- Work with eligible students and their families to think about what students want to do after high school
- Design a rigorous course of specialized instruction and services that directly relates to each student's dreams and goals for the future
- Provide instruction, related services, community experiences, employment and adult and daily living objectives that ensure adequate preparation while the student is in high school
- Assist students and families in making the linkages to services they will need after high school
- Increase the probability that every student will be successful once he or she exits high school.³⁴

³⁴ OSSE, Division of Specialized Education. *Transition Assessment Toolkit*. Washington, DC: OSSE. November, 2013, pp. 13-14. Accessed online August 28, 2014.

Progression of learning standards: The CTE course sequence(s) will be also aligned to industry and grade-level learning standards, and where possible, be designed to enable students to obtain industry certification or meet pre-certification requirements for post-secondary success.

Methods of Instruction

All learning at Kingsman Academy will be supported through a warm and nurturing learning environment, with high expectations for all students, and a challenging and rigorous curriculum. Since Kingsman Academy is designed to reach students who have experienced a variety of challenges--students who may be over-age, at risk of chronic truancy, or have disabilities--among others, we will build a number of instructional supports into our educational approach that cut across the curriculum. All learning will be supported through a Universal Design for Learning framework, that helps teachers design classrooms, instructional methods, learning resources, and assessments that enable students to learn and express their learning through multiple modalities.

The instructional model will consist of a staggered approach that aims to meet the needs of learners on a continuum of achievement. First, students will be exposed to general education courses as the basic method for instruction that will be taught by a general education teacher and aligned to the standards noted in the Curriculum section above. Second, students requiring additional supports will be instructed in co-taught classrooms which will have a general education and special education teacher. Third, students requiring more intensive behavioral support and instructional methods will participate in the Journey Program. Last, students with the most severe cognitive needs will receive academic and life-skill instruction through the Voyager program.

-- Cross-Curricular Instructional Methods and Supports

First, the design of the learning environment--both inside and outside the classroom--will ensure that students are “available for learning.” One of the most significant challenges educators face in educating students “at risk,”³⁵ is simply reaching and engaging students. If students are hungry, distracted, or emotionally unavailable, then even the best classroom instruction is likely to be wasted. To create an environment where all students are truly available for learning, we will implement a number of research-based supports and strategies.

All students will have individualized learning plans. This plan, developed in collaboration with each student and his or her family, will articulate each student’s skills and interests, learning goals (including college and career aspirations), proposed program of study, and supports and services (e.g. counseling, tutoring, after-school, community service, and work-

³⁵ “At risk” in this context refers to students at risk of dropping out of school. See analytics and research resources available through the Everyone Graduates Center’s website, <http://new.every1graduates.org/>, for a fuller description of various risk factors likely to lead to increased dropout rates.

study opportunities) that will complement the program of study. These plans, which will work in concert with student IEP's and Transition Plans where appropriate, will serve as a roadmap for student success.³⁶ They will also help to ensure that each student's learning is *relevant* to his or her interests.³⁷ Plans will be reviewed and updated annually, and educators will use plans to guide and personalize instruction.

Learning will also be guided and supported by a school-wide advisory model. Each day after students arrive and have breakfast, they will proceed to their advisory, a 25-minute small-group meeting time designed to help each student begin the learning day successfully. Organized by grade level, advisories will enable students to connect to a caring adult in the school, form relationships with other students, build life skills, and explore topics of interest. Advisors will serve as mentors, advocates, and life coaches. They will:

- Build relationships;
- Help students navigate and track progress;
- Help students set goals and plan for the future;
- Serve as the first line of contact between home and school;
- Monitor attendance and work with students, teachers, counselors and others to remove barriers to attendance;
- Help students connect to resources;
- Know the whole student and see the big picture; and
- Help empower students to take control of their education.³⁸

³⁶ With support from Federal Race to the Top and other funding sources, several resources have been developed over the past few years to support the development of effective personalized learning plans, see for example, the Vermont Department of Education's extensive Personalized Learning Plan website, To develop our plan model, we will draw on resources such as the following, Solberg, V. S., Wills, J., & Osman, D. *Promoting Quality Individualized Plans: A "How to Guide" Focused on the High School Years*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. 2012, and ensure that plans (e.g. IEPs, Transition Plans, etc.) are integrated.

³⁷ Dropout research indicates that one of the key factors in helping students engage in learning and stay in school is personalizing learning. See for example, Balfanz, Robert & John Bridgeland, et. al. *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic, Annual Update April 2014*. Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, and the America's Promise Alliance, pp. 55-56. Available at http://new.every1graduates.org/wp-content/uploads/2014/04/BGN_2014_Report.pdf. Accessed online August 20, 2014.

³⁸ Though there is not extensive body of scientifically-based research on the effectiveness of advisories, research on advisory models does suggest that they can play an important role in student personalization,

Though advisory periods will be driven by student needs and interests, and facilitated by individual advisors in response to student needs and interests, they will also be thematically organized. At the beginning of the year, for example, students may explore the theme of relationships. To ensure that teachers and counselors have the tools they need to be *effective advisors*, the Department of Student Affairs will provide ongoing professional development, lessons, and resources (available online through OnCourse, the school's information sharing system). Advisors will also be available to students outside of the advisory period, during lunch and before and after school, for example.

Small classes will be the norm. In addition to personalized learning plans and daily advisory sessions, learning will also be supported through small classes. Dropout research has shown that small class sizes help to personalize learning. They enable teachers to get to know students, to understand students' individual learning needs and to differentiate instruction accordingly.³⁹ This is especially important for students at risk and students with disabilities, who are often disengaged from the learning process. With smaller class sizes and total student loads, teachers are able to spend more time on each student, develop a deep understanding of students' IEPs and personalized learning plans, and work with special education professionals, counselors, and related service providers to provide the individualized supports that students need.

Small class sizes will be complemented with blended learning and technology integration, where possible. In addition to participating in teacher-led and group-based instruction, students will be able to use a variety of online applications, (described in more detail in the Instructional Resources section) to hone technology skills, gain content knowledge, and practice reading, writing, critical thinking, speaking and listening, and mathematical reasoning skills, among others. These methods also allow students with learning accommodations and modifications to be successful, through the use of adaptive technology as well.

Instruction will also be supported with a Response to Intervention (RTI) problem-solving model, designed to boost the academic achievement of all students.

if they are implemented effectively--as more than just place for students to "hang out"--and as part of a larger school culture that emphasizes relationship building and personalization. See for example, Education Northwest. "What the Research Says (or Doesn't Say): Advisory Programs." Portland, OR: Education Northwest, Regional Education Laboratory. January 2011. Accessed online August 22, 2014.

³⁹ See for example, Dianda, Marcella. *Preventing Future High School Dropouts: An Advocacy and Action Guide for State and Local Affiliates*. November, 2008. Washington, DC: National Education Association, pp. 78-80. See also Dynarski, Mark; Linda Clarke, Brian Cobb, Jeremy Finn, Russell Rumberger, and Jay Smink. *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. September, 2008. Retrieved from <http://ies.ed.gov/ncee/wwc>. August 27, 2014.

All students will have access to several Tier I interventions and supports across the curriculum, that may include but not be limited to:

Tier I Academic Interventions and Supports

- Standard and universal school curricula and aligned instructional materials and programs
- Guided Reading, leveled books, etc.
- Tutoring (peer and teacher) and small group support
- Differentiated instruction
- Scaffolded lessons
- Instructional strategies that include, but are not limited to, breaking down lessons into manageable steps and sequence, using a different teaching method, providing a different response format, and adding additional practice activities
- Universal screening of basic reading and math skills
- Checklist for simplified tasks and modified homework and assignments and outlines and note cards

Tier I Behavior/Socio-Emotional Interventions and Supports

- The school's code of conduct and classroom management protocols
- Tracking/monitoring of absenteeism and tardiness
- Tracking of types, locations and times of discipline referrals and incidents
- Specific programs, strategies and group counseling designed to promote wellness and prevention of threats of violence, bullying, peer conflicts within the classroom and school, gang related conflict, drug and alcohol abuse, unhealthy sexual behavior and pregnancy, and inappropriate use of technologies
- Universal screening of socio-emotional/behavior functioning
- Positive behavior incentives (developed in collaboration with students at each grade level)
- Advisory

- Mental health counselors and school-wide mental health programs
- Personalized learning plans
- Small class sizes

Tier I Health Interventions and Supports

- Nursing services that support immunizations for all students
- In-school nursing services
- Medication disbursement and monitoring
- Vision and hearing screenings
- Monitoring of student health plans
- Identifying and addressing school-wide health concerns through programs and counseling groups
- Connection to community health services

Students who experience academic, socio-emotional, and health challenges despite participating in Tier I interventions and supports--those experiencing academic failure, chronic absence, consistent behavior challenges or discipline referrals, or physical health challenges, for example--will be referred for screening by a counselor, dean, teacher, advisor, parent/guardian, or (if applicable) agency representative, and if deemed eligible, receive Tier II interventions and supports.⁴⁰

Tier II interventions and supports will be defined by a Student Success Team⁴¹ and will consist of a range of targeted interventions that may include, but not limited to, the following:

Tier II Academic Interventions and Supports

- Intensive reinforcement and remedial strategies and materials

⁴⁰ Kingsman Academy's RTI model will be developed using best practices and lessons learned from Options' implementation of RTI during the 2014-15 school year. For additional information on this model, including Tiers, screening processes, and the referral process, see, Options 2014-15 Academic Wellness Manual.

⁴¹ Interventions and supports will be developed by Student Success Teams--including a teacher, counselor, parents/guardians, agency representatives (if applicable), and the student. Teams will identify challenges, propose interventions, and track/monitor outcomes aligned to XNAME's Academic Wellness Model.

- connected to curricula and programs (which may include resources such as System 44, READ 180, Math 180)
- Tutoring (peer and teacher) and small group remedial support
- Scientifically-based secondary resources and tools; specialized software programs
- Assessment and frequent monitoring of student performance
- Consultations with and screenings by clinical providers
- Modified assignments

Tier II Behavior/Socio-Emotional Interventions and Supports

- Intense monitoring of types, locations and times of discipline referrals and incidents, PBIS status, etc.
- Development and monitoring of behavior checklists
- Completion of Functional Behavior Assessments (FBAs)
- Development and monitoring of Behavior Contracts and Behavior Intervention Plans
- Consults with and screenings and checklists by clinical providers and mental health consultants; Classroom observations conducted by psychologist and/or psychiatrist
- Social history collection and review
- Daily Check-in, Check-out with advisors, in collaboration with classroom teachers and parents/guardians
- Targeted small group counseling and individual counseling
- Connection to and coordination with community agencies
- Referral to mental health provider outside of school
- Parent collaboration

Tier II Health Interventions and Supports

- Securing medical records
- Identifying and addressing barriers to adequate health care
- Facilitating medical appointments for health issues such as injuries, obesity, lead, dental concerns, skin conditions, etc.
- Facilitating medical appointments for medication needs
- Development and monitoring of Health Plans
- Disbursement and monitoring of medication at school
- Communication and collaboration with medical providers
- Development and monitoring of nutrition and/or weight loss plans
- Accessing vision and hearing tests when screening results indicate concerns

Students will be recommended for Tier III academic, behavioral, or health interventions and supports when documented evidence (based on Student Success Team monitoring) indicates that Tier I and Tier II support are not sufficient, and that students are not succeeding in these supports after specified time period.

Tier III supports may include but not be limited to:

- Academic supports, such as intensive one-on-one tutoring and support through literacy interventions that may include the Wilson Reading Program, Lindamood Bell, My Reading Coach; or math interventions such as Touchmath, FASTT Math, or individual mathematics tutoring using manipulatives, for example.⁴²
- Behavioral and health supports, such as individual counseling, intensive behavior therapy, and/or referral for outside services and medical evaluations.

As students progress through the Response-to-Intervention system, their progress will be assessed by the members of their Student Support Team, based on time guidelines identified within a clear planning framework. Intervention length will be determined by the Team and may be implemented for time periods from 30 to 60 days. Students showing moderate to significant progress may continue in the interventions, while changes to different interventions or a higher tier will be determined by the team when progress is deemed

⁴² For more information on these and other possible interventions, see section c. Instructional Resources.

below expectations for adequate skill improvement. When a student's progress falls below team expectations, the team will recommend higher levels of RTI.

Tier III interventions and supports will be carefully monitored by Student Success Teams, and if students are not meeting agreed upon benchmarks, then they will be referred for special education or 504 eligibility screening and evaluation. Students can also be referred for eligibility and evaluation through parent, teacher, counselor referral, outside of the RTI process, if there are indications that a student has a disability.

-- Special Education Continuum of Supports and Services

The RTI model at Kingsman Academy is designed to create a supportive learning environment with high expectations for *all* students, including students with disabilities. Students deemed eligible for special education will also be served through a continuum of specially designed supports and services.

To the extent possible, students will be served in full inclusion settings, with the accommodations and modifications identified in their IEPs. Students IEPs will be case managed by special education teachers, who will work with IEP teams to develop annual IEPs. Case managers will work with teachers, related service providers, paraprofessionals, and academic behavior specialists to monitor IEP implementation, and make sure that students are receiving the types and levels of supports and services outlined in their IEPs.

Special education teachers will provide general education teacher and student support through collaborative lesson planning, assignment modification, consultation, "push-in" during class time, "pull-out" to pre- or re-teach lessons, meta-cognitive support, and behavior management coaching.

Students will also have access to resource classes in core subject areas. Classes will provide computer assisted/blended learning resources, intensive small group remedial instruction with literacy specialists and special educators, and individualized and small group sessions reinforcing meta-cognitive skills. Remedial support will be based on careful analysis of student performance data over time, in collaboration with the student, and guided by best practice research and application.

Students requiring more intensive classroom support, will participate in co-taught core courses, at both the middle and high school levels. Co-teaching, supported by co-planning, may take a number of forms, depending on students' needs, including:

- Standard teaching with one teaching and one aiding;
- Alternative teaching with one teaching small group and one teaching large group;
- Parallel teaching with both teaching the same lesson to two similar groups; and

- Station teaching with both teachers supporting groups of students working independently or as teams on various projects or lesson experiences.

Journey Program: For students requiring the most intensive behavioral and therapeutic support, Kingsman Academy will implement the Journey Program, a best practice-based, self-contained setting to support students demonstrating severe socio-emotional and behavior management needs.⁴³ The goal of the Journey Program is to provide a structured safe haven for students whose socio-emotional challenges interfere with academic achievement, classroom performance, positive school community integration, and student and school safety.

Journey students will be grouped in classes of eight, by grade level (or grade span, in the case of middle school), based on the level of support they need to access the general education curriculum and realize academic growth and classroom success, and learning will follow the standard course sequence.

Instructional methods will emphasize explicit instruction, small group, and one-on-one practice support, supplemented with blended learning. Students will also engage in project-based and hands-on learning projects in an environment supported by psychodynamic therapy and psychiatric consultation. Students will master evidence-based behavior management strategies and coping mechanisms in the Journey classroom for application in the general education setting.

The Journey Program will be guided by a multi-disciplinary team that includes the equal participation of special and general education teachers, clinical providers, reading and math specialists, behavior interventionists, and, most importantly, the parent(s) and student. Staff and students, together, will measure and monitor outcomes including improved test scores, grades and classroom performance; achievement of IEP, attendance and Behavior Intervention Plan goals; decreased discipline incidents and negative behavior reports; and student self-reflection of readiness.

Journey staff members will be committed to building student self-regulation, confidence and efficacy. Journey staff members will also empower students to participate in developing the IEP goals, behavior management strategies and therapeutic interventions. And, staff members will support students in determining when they are strong enough to begin transitioning back into inclusion and/or co-taught classes.

Voyager Program: Kingsman Academy also envisions enrolling a number of students who need intensive life skills and post-secondary employment support in a self-contained classroom setting. To meet the needs of such students, we will offer the Voyager Program--a

⁴³ The Journey Program will be developed and implemented based on research and lessons learned from a successful program designed for a group of charter schools in New Orleans serving a very similar student population.

program designed to model best practice educational approaches for students with intellectual disabilities or severe cognitive learning challenges--in two full time special education classes at the high school level and one resource class at the middle school level. Voyager teachers will build close relationships with students and promote strong parent communication and collaboration.

The Voyager Program will be staffed with special education teachers, paraprofessionals, consulting literacy experts, and a transition coordinator. Staff will collaborate with interagency representatives and recruit community partners, who will provide students with job shadowing, internship, and job training experiences.

In addition to hands-on and project-based learning activities, much of the Voyager instruction will focus on an “expeditionary approach” to learning, allowing students to apply what they are learning in the classroom to life and job skills outside the classroom. Students will participate in internships and work-based learning activities.

Students enrolled in the Voyager Program will pursue either a High School Diploma or a Certificate of Completion. Instruction will focus on academic functionality and development of Common Core-aligned academic skills that can be accessed at graduated levels of proficiency. Staff will also align instruction, not only with Common Core Standards, but also to NCSC assessments, the DC-ALT Science portfolio expectations, and transition instruction.⁴⁴

Most importantly, at the high school level, staff will use each student’s post-secondary goals to develop and implement rigorous transition instruction in the classroom, connecting students to the larger school and community and affording students the most opportunities upon graduation or exit from high school.

-- Core Subjects Methods - Workshop Model of Instruction

Throughout Kingsman Academy, and especially in core subjects, teachers will be encouraged to use the Workshop Model of Instruction. The Workshop Model of Instruction organizes teaching and learning into three main components—direct teaching, shared practice/learning, and independent practice/learning. These three components are commonly referred to as the “To, With, By” Model.

Teachers teach a concept *to* the students through direct teaching. Then, they practice the concept *with* the students through shared practice/learning. Finally, after the shared practice experience, teachers allow the students to practice the concept *by* themselves with independent practice/learning. When instruction is framed in this manner, a student has

⁴⁴ The Voyager program will be developed based on preliminary feedback and recommendations from an audit of Options Public Charter School’s Tier program for students with intellectual disabilities, conducted in Spring 2014, as well as a review of best practices and lessons learned from exemplary secondary programs, supports, and services for students with intellectual disabilities.

three different opportunities to learn a concept in at least three different ways. This model moves a student from dependence on the teacher to independence. The Workshop Model changes a teacher's role from indoctrinator to facilitator.

In English Language Arts and Social Studies, for example, students may participate in Readers Workshops, an example of which is provided below:

- *Read-Aloud:* Read-Aloud lasts approximately 5-10 minutes. It is during this part of the workshop that the teacher reads text aloud to the students. This read-aloud may accomplish several things. It sets the stage for the lessons, models concepts that will be taught, establishes fluency on the part of the listeners, presents a model of fluency, and gives the reader an opportunity to make connections to the text and learning. This text can be any size because the teacher will read every day. Therefore, a teacher may choose a short poem, a short story, or a novel as a read-aloud. This text is usually one grade level above the students' grade.
- *Shared Reading/Mini-Lesson:* Shared Reading/Mini-Lesson (also known as the shared practice/learning component) lasts approximately 10-20 minutes. The teacher may start the class with a short piece of text that they all read together. This text may be the same as the read aloud or different from it. Often, it is a different piece of text but the concept from the read aloud is present. The concept being taught is the common thread throughout the workshop. The teacher reads with the students in a chorus so that they may hear the teacher model fluency. This text must be short and is usually on grade level. After the text is read, the teacher begins the mini-lesson, exposing the reading concept that he/she is teaching. The teacher states explicitly and repeatedly what concept he/she is teaching, models it, and shows examples. Then, s/he may then send the students to practice in a group project, time permitting.
- *Independent Reading:* Independent Reading (also known as independent practice/learning component) lasts approximately 20-30 minutes and is a chance for students to independently practice the lesson. At this point, teachers may further differentiate instruction, allowing students to read silently (Silent Sustained Reading), read with a buddy, read in a literature circle, go to a listening center, work in groups on a project, or meet with the teacher in either a Guided Reading Group or an independent conference. Whatever activities students are engaged in, they are expected to track their responses in a Reading Log (which can take many forms, depending on the class and the students' needs). This log forces students to evaluate the concept they have learned again within the context of their independent activity and become reflective learners. The log may also be

used as an assessment of student learning. This is a perfect opportunity for the teacher to differentiate instruction.

- *Share-out Session*: Share-Out Session lasts approximately 5-10 minutes. Students share what they have learned through discussions, presentations, etc. They may ask questions of each other and the teacher if necessary.
- *Word-Study*: It is up to the discretion of the teacher to either keep word-study as part of the Reader's Workshop or keep it as a separate activity. Word-Study is a 10 minutes mini-lesson that specifically concentrates on the characteristics of words or vocabulary building with an additional five to 10 minutes of practice. Examples of potential word study lessons are: Latin words and the English derivatives, suffixes, prefixes, spelling rules, phonics lessons, etc.

As students progress through the ELA and Social Studies course sequences, they may also participate in Writer's Workshops, online and technology-based learning activities, and a variety of increasingly challenging project-based and arts-integration activities (creation of a play or performance, for example) that continue to strengthen their college and career readiness.

In Mathematics and Science courses, teachers will be encouraged to use similar workshop formats (illustrated below with a Mathematics Workshop example).

- *Problem of the Day*: Problem of the Day lasts approximately 5-10 minutes. Students are greeted with a problem that may touch on a previous lesson, connect today's lesson to a previous lesson, or set the stage for today's lesson. Students are given silent time to complete the problem.
- *Discussion/Solving of the Problem*: Discussion/Solving of the Problem lasts approximately 5-10 minutes. The teacher discusses the problem and solution with the students.
- *Mini-Lesson*: Mini-Lesson lasts approximately 10-20 minutes. The teacher begins by establishing a connection between the current lesson and something previously done (if necessary) or a connection between the students and their need for today's lesson ("Why are working on this type of problem? Why is it relevant to you?"). Then, he/she moves to the teaching point. The teacher states explicitly and repeatedly the concept that he/she is teaching. The teacher then models the concept or shows examples of the concept. It is important to note that depth, not breadth is important here. It is better for the teacher to use a few problems to teach the steps of a Mathematics problem or concept than for the teacher to use a number of problems.

- *Shared Mathematics*: Shared Mathematics lasts approximately 10-15 minutes. The teacher models the concept. The teacher creates a problem with the students based on the concept and then goes through the steps of solving that problem. Or, the teacher may go through the process of solving pre-existing Mathematics problems with the students.
- *Independent Mathematics*: Independent Mathematics lasts approximately 20-30 minutes. The teacher gives the students an opportunity to practice the concepts learned. It is a perfect opportunity for the teacher to differentiate instruction, allowing students to practice problem-solving in using a variety of media, for example--paper and pencil, on-line mathematics applications, etc. The teacher should also distribute manipulatives for students to practice concepts. The teacher may have students work independently, in groups, or meet with her/him in Guided Mathematics groups.
- *Share-out Session*: Share-Out Session lasts approximately 5-10 minutes. Students share what they have learned through discussions, presentations, etc. Students may share a problem they have solved and seek constructive feedback from their peers. They may ask questions of each other and the teacher if necessary.
- *Mathematics Journals*: Mathematics Journals last approximately 10 minutes. Students are given an opportunity to write or speak about the Mathematics lesson in a reflective mathematics log (this can be kept in a variety of ways, including written journals, on-line logs, etc.) Students should discuss their understandings and “misunderstandings.” They should be challenged to create a problem using the concept learned.
- The mathematics workshop format can be applied in many settings, including ELA, Social Studies, and Science “problem-based settings.” It can be particularly effective in Science classrooms where students are conducting experiments, designing models, and solving real-world problems through hands-on applications.

Like ELA and Social Studies, Mathematics and Science teachers will employ a variety of methods of instruction as students progress through the course sequence, including but not limited to science labs, where students will conduct experiments and build scientific models, arts-based and hands-on projects, and the development of multi-media presentations. Students will also may participate in an annual school-wide Science Fair, where they will could express their learning through projects and presentations will aligned to NGSS and Common Core standards.

Arts and Music teachers will employ multiple instructional methods, including, when appropriate, the Workshop Method. Students might participate in readers', writers' or problem-based workshops, for example, when exploring art history, music theory, and composition. Much of the learning will be hands-on, project-based and performance-based learning, where students will hone production and performance skills at increasingly challenging levels.

Physical Education and Health instruction will also be designed around hands-on, physical activities that enable students to develop life-long, healthy mental and physical habits. Physical education classes may incorporate dance, yoga, sports, and movement programs, and health classes will enable students to engage in projects (growing, preparing, and eating food from the school garden, for example) to build health knowledge and personal health skills.

World language teachers will also use hands-on, project-based learning strategies to promote student engagement. They may help students learn Spanish vocabulary and grammar, for example, through readers and writer's workshops, and they will incorporate blended learning tools that allow students to practice and perfect their verb conjugation skills in a fun, interactive way that provides them with immediate feedback.

Career and Technology Education will engage students in programs of study that emphasize the teaching of life, employability, and jobs skills through internships and hands-on projects, field-work, and job placements. We will make connections with private and public employers, and, where applicable for students with intellectual disabilities, use Rehabilitation Services Administration (RSA) resources to provide on-going support to students.

Resources and Instructional Materials

The Kingsman Academy Public PCS School will be resource rich. Learning will be facilitated through a range of tiered resources and supports, tailored to meet the needs of students of all skill and ability levels.

-- Coaches and Specialists

To ensure that teachers (both general and special education teachers) have the tools they need to use academic resources effectively, they will be supported by a team of instructional coaches, math and literacy specialists. Coaches and specialists will help teachers select appropriate resources, provide training and support on how to use the resources, and work with Student Success Teams to monitor the effectiveness of various resources and interventions with different students. Math and literacy specialists will also work directly with students, providing Tier II and III small group and individual support.

Behavior coaches will perform a similar function, helping general education teachers, special education teachers, and academic and behavior specialists monitor student behavior plans,

use behavior management strategies and resources effectively, and implement PBIS strategies with fidelity to support improved learning and academic achievement.

-- Technology

As we have described throughout the curriculum section, various forms of technology, online, and interactive tools and resources will also be used to support learning. Teachers will use a variety of technological tools which may include:

- Clickers to collect quick formative feedback and assessment data, and to allow students to respond kinesthetically and non-verbally
- SmartBoards to share multi-media presentations, and allow students interact with, create, and manipulate visual and auditory information
- Document cameras to record and view visual information, and to create multimedia presentations
- Kindles (or similar hand-held devices or tablets) to enable students to enlarge text, listen to auditory cues, build vocabulary, etc.
- A variety of adaptive programs and resources, which may include programs like like Dragon NaturallySpeaking, a software program that transfers student dictation into written text, allowing students with dyslexia or dysgraphia to become more fluent and successful writers⁴⁵
- Online interactive programs such as BrainPOP and Conjugemos. BrainPOP is a Common Core aligned resource that allows students to watch animated videos to understand concepts (e.g. How Body Chemistry Works) and participate in interactive exercises and assessments. Students can use BrainPOP in Spanish, to boost their world language skills, and BrainPOP resources have also been aligned to support ESL learning. Similarly, Conjugemos allow students to practice Spanish verb conjugation skills in a fun, interactive format. Teachers can design assignments and assessments based on students' individual learning needs.⁴⁶

-- School Garden

⁴⁵ For more information on how Dragon software works and its applications for students with dysgraphia and dyslexia, see <http://www.unh.edu/disabilityservices/dragon-naturally-speaking>.

⁴⁶ For more on BrainPOP and how it can be used to educate and engage students with disabilities and other learning challenges, see http://www.brainpop.com/about/research-case_studies-tci/. To learn more about Conjugemos, see Leons, Eve. "Using Technology to Meet the Needs of At-Risk Students and Students with Learning Disabilities in the Foreign Language Classroom," presentation prepared for the Sixth International Conference on Language Teacher Education, 2009. Accessed online August 28, 2014.

Students will also design, plant, grow, and harvest produce from the Kingsman Academy School Garden. Designed as a cross-curricular learning resource for *all* students at Kingsman Academy, the garden will serve multiple purposes. Teachers may use the garden, to enable students to engage in the following learning activities, for example:

- Study healthy food options
- Learn about growing seasons, climate change, and food systems
- Understand physical geography
- Hone mathematics and engineering design skills
- Learn about photosynthesis and plant growth
- Develop gardening skills
- Study the interdependence between flora and fauna
- Understand historical gardening practices (by planting seeds from different historical eras)
- Use herbs and produce to prepare healthy meals
- Develop marketing plans, and harvest produce for sale at local farmers markets

To ensure that all students have access to the garden, a school-wide gardening team--comprised of students, grade-level, and specialized program representatives--will work with grade-level and specialized program teams to plan garden-related projects.

-- Special Education Resources

Learning resources throughout the curriculum will be aligned to Universal Design for Learning principles, allowing all students, including those with a wide range of disabilities to have full access to and participate in the general education curriculum.

Along with the instructional and behavioral support teams mentioned above, teachers will work with special education case managers to ensure that learning resources used in particular classes are in alignment with modifications and accommodations required on students' IEPs, and that students can access and use the resources effectively.

-- Specialized Programs

Students in the Journey Program will use many of the same learning resources (aligned to grade level and subject area) as students throughout Kingsman Academy. The goal of the

Journey program is to serve as a temporary safe haven for students struggling with serious socio-emotional or behavior challenges. To ensure that students are prepared for and able to return to the regular classroom setting, teachers in the Journey Program will follow the general education curriculum.

Learning will also be supported by a number of content-specific resources, which may include, but not limited to:

- Sight word programs such as Dolch Sight Words⁴⁷
- FASTT Math to develop students' fluency skills⁴⁸
- SRA Expressive Writing series to strengthen students' writing skills by enabling students to break-down writing assignments into manageable chunks⁴⁹

In the Voyager Program students will also use many of the same learning resources (aligned to grade level and subject area) as students throughout Kingsman Academy, along with some of the specific resources identified above for the Journey program.

Additionally, they will use a functional skills program--such as the Styer-Fitzgerald Secondary Functional curriculum--as a full-time resource support in the Certificate track classroom, and as a supplementary resource support in the Diploma track classroom.

The Styer-Fitzgerald Secondary Functional Curriculum is designed as a resource for students who are significantly below grade level, primarily those who have been diagnosed with an intellectual disability, and may need life skills training. A job skills component for community learning is embedded in the curriculum.

The curriculum is also aligned with the Common Core. It includes hands-on, interactive lessons on a variety of life, work, college, and career readiness skills that are scaffolded and aligned with Common Core ELA and Math standards. While the resource is designed for teachers to teach to grade level standards, students significantly below grade level will have previous standards incorporated to assure basic skills and concepts are developed. Students

⁴⁷ See Browder, DM and YP Xin. "A Meta-analysis and Review of Sight Word Research and its Implications for Teaching Functional Reading to Individuals with Moderate to Severe Disabilities," *Journal of Special Education*, v. 32, n. 3, pp. 130-153. 1998. Accessed online August 29, 2014.

⁴⁸ Several quasi-experimental studies have shown FASTT Math to be particularly effective for students with learning challenges and learning disabilities, allowing students to gain and retain fact fluency over time. See Hasselbring, Ted, Alan Lott & Janet Zydney. *Technology Supported Math Instruction for Students with Disabilities: Two Decades of Research and Development*. Washington, DC: American Institutes of Research. Accessed online via the Center for Implementing Technology in Education (CITEd), August 27, 2014.

⁴⁹ See for example, Walker, Barbara & Margaret Shippen, et.al. "Using the Expressive Writing Program to Improve the Writing Skills of High School Students with Learning Disabilities," *Journal of Direct Instruction*, Winter, 2006, Vol. 6, No. 1, pp. 35-47. Accessed online August 28, 2014.

will learn content through lessons that build upon foundation concepts that they may not have learned. Resources will include arts integration, community-based activities (visiting colleges, exploring various jobs by visiting job sites), and collaboration with other agencies.

Job coaches will also serve as resources to students in the Voyager program, helping them to secure internships and job placements, working with them to develop work-readiness skills, and interacting with the RSA (where appropriate), community agencies, and private partners to build lasting employment partnerships.

-- Core Subject Resources

The table below identifies anchor resources that may be used in English Language Arts and Mathematics classes. Novels, texts, and other resources have been identified for illustrative purposes.

Teachers will also use a variety of specialized resources, e.g. manipulatives and online learning programs, designed to meet specific students' needs and to enhance learning for all students. It should also be noted that a number of the Tier II and III programs below include extensive hands-on, interactive resources for students at different learning levels, with differing disabilities.

Possible Resources and Materials for English Language Arts⁵⁰

Subject/Program	Tier(s)	Resource(s)	Grade band(s)
English Language Arts (ELA)	Tier I	McDougal Littell textbooks; primary texts--non-fiction essays, articles, and other resources--aligned to grade level Common Core ELA standards	All
ELA (7-8)	Tier I	Fiction Readings and novels aligned to grade-level Common Core standards	6-8
ELA I ⁵¹	Tier I	Fiction <i>The Secret Life of Bees</i>	9
ELA II	Tier I	Fiction <i>Things Fall Apart</i> <i>Julius Cesar</i> <i>Night</i> <i>The Diary of Anne Frank</i>	10
ELA III	Tier I	Fiction <i>Scarlett Letter</i> <i>Invisible Man</i> <i>Their Eyes Were Watching God</i> <i>Native Son</i> <i>The Great Gatsby</i>	11
ELA IV	Tier I	Fiction <i>Canterbury Tales</i> <i>Henry the VI</i>	12
Literacy and Blended Learning Programs	Tier I	Study Island ⁵² (can be used across Tiers)	All
	Tier II	System 44	6-9
		READ 180	6-10
	Tier III	Lindamood Bell - aligned to reading level	All
		Wilson Reading -aligned to reading level	All
		My Reading Coach - aligned to reading level ⁵³	All

⁵⁰ Final decisions on instructional materials and resources for 2015-16 will be made as part of the full curriculum development process planned for Spring and Summer 2014.

⁵¹ Novels listed are possible examples.

⁵² Study Island is aligned to the Common Core is designed to allow teachers to use a number of research-based best practices to enhance learning, such as providing interactive activities and embedded animations within literacy lessons; allowing students to complete lessons in any order, offering symbolic rewards for progress and including goals and progress feedback to enhance student motivation; allowing teachers to specify the amount and frequency of practice students receive and providing extra practice on difficult content by breaking concepts down for students at their respective levels. For more information, see <http://www.studyisland.com/sites/studyisland.com/files/content/research/pdfs/Study%20Island%20Foundational%20Research%20Report.pdf>.

⁵³ Each of these reading programs is designed to provide unique, specialized support to struggling readers. For example, "several studies indicate that this [the Lindamood Bell] approach can be used effectively with dyslexic and severely disabled poor readers of all ages," see American Federation of Teachers. *Building on the Best: Learning from What Works, Five Promising Remedial Intervention Programs*. Washington, DC: American Federation of Teachers. 1999. Accessed online via Reading Rockets, August 28, 2014. Similarly, a number of studies have also validated the effectiveness of the Wilson Reading System, especially for adolescent and older struggling readers. For a summary, see http://www.wilsonlanguage.com/Evidence_of_effective.asp. And, promising research suggests that

Possible Resources and Materials for Mathematics

Subject/Program	Tier(s)	Resource(s)	Grade band(s)
Mathematics	Tier I	Math 180	6-8
Algebra I	Tier I	Pearson 2015 Common Core Algebra I	8-9
Geometry	Tier I	Pearson 2015 Common Core Geometry	9-10
Algebra II	Tier I	Pearson 2015 Common Core Algebra II	10-11
Algebra I, Geometry, & Algebra II	Tier I	Pearson Math XL - Digital Courseware ⁵⁴	9-11
Pre-Calculus	Tier I	Demana Precalculus, 2015 Common Core	11-12
Calculus	Tier I	Finney Demana Calculus	12
Consumer Math	Tier I	Consumer Math Text/Resources?	12
Numeracy Programs	Tier I (can be used in all Tiers)	Study Island	All
	Tier II	Math 180; Accelerated Math	6-9
	Tier III	Touchmath ⁵⁵	All

Science resources will be aligned to Next Generation Science Standards, as well as Common Core Math and ELA standards. We have not selected anchor resources yet, but will do so as part of the curriculum development process. Students will also use a variety of hands-on and project-based learning resources including labs, field trips, foldables, science kits, on-line tools, and other resources to enhance learning.

Social Studies resources will be aligned Common Core ELA (and where applicable Math and NGSS standards as well). We have not selected anchor resources yet, but will do so as part of the curriculum development process. Students will also use a variety of hands-on and

students with disabilities using My Reading Coach (now a part of Mindplay's My Virtual Reading Coach program) can make significant reading gains using the one-on-one computer assisted program, see for example Chambers, Alex, Nancy Mather & Katherine Stoll. "Mindplay Virtual Reading Coach: Initial Research Study," professional paper produced by University of Arizona researchers for Mindplay. Tucson, AZ: Mindplay. Summer, 2013. Accessed online August 29, 2014.

⁵⁴ Math XL is a digital learning tool that enables students to work on personalized study plans that that help them practice strengths and learn skills to overcome areas of challenge; get help from interactive study tools, examples, video tutors, and animations; and receive immediate feedback.

⁵⁵ A number of studies have validated the effectiveness of Touch Math for students with learning disabilities, mild intellectual disabilities, and physical disabilities. See for example, Thompson Avant, Mary Jane & Heller, Kathryn Wolf. "Examining the Effectiveness of Touchmath with Students with Physical Disabilities," *Remedial and Special Education*, July/August 2011, vol. 32, no. 4, pp. 309-321. Austin, TX: Hammill Institute on Disabilities (Sage Journals). Accessed online August 27, 2014. See also Wisniewski, Zeda G.; Smith, Denise. *How Effective Is Touch Math for Improving Students with Special Needs Academic Achievement on Math Addition Mad Minute Timed Tests?* 2002. Washington, DC: Institute of Education Sciences, ERIC. Eric Reference No. ED469445. Accessed online August 28, 2014

project-based learning tools including field trips, maps, video resources, on-line tools, and other resources to enhance learning.

- *Arts and Music, Health and Physical Education, Spanish, and CTE Resources*

Specific resources in each of these subject areas will be selected as part of the curriculum development process. They will be aligned to the Common Core, and they will also be aligned to subject, grade-level, and for CTE, industry-specific standards. We will draw upon Universal Design for Learning principles to select resources.

We will also draw upon existing resources in the Options' facility, such as the high-end stoves, ovens, and other culinary resources located in the current Options PCS facility.

Assessing Learning

Regular formative and summative assessments will guide learning throughout Kingsman Academy. Formative assessments will be built into the curriculum for all subjects in all classrooms, and learning will be assessed in multiple ways - though daily exit tickets in ELA and Math classes, for example, homework, verbal feedback, quizzes, short reading and writing assignments, job-skills assessments, employer and internship manager feedback, and regular practice/exercises using interactive and on-line learning tools.

Quarterly benchmark assessments will be administered in all core classes, and students will participate in mid-term and final exams as well. Benchmark assessments will be aligned to the PARCC ELA and Math assessment and to commonly administered Next Generation assessments, such as the Next Generation Science Assessment that is currently under development in the District of Columbia. For students pursuing a Certificate of Achievement, portfolio assessment and other formative and summative assessment data will be collected over the course of the year to align with the new alternative assessment system being developed by the National Center and State Collaborative.⁵⁶

IEP goals will be monitored and assessed on a quarterly basis. Case managers will gather work samples; feedback from students, teachers, and related services providers; and grades. They will also track students' present levels of performance (using, for example, results from Performance Series⁵⁷ standards-aligned assessments) on a quarterly basis, to assess student growth and document student progress on IEP goals. The Student Support Services department will work in close collaboration with all departments to ensure that

⁵⁶ For more information on this collaborative effort, see <http://www.ncscpartners.org/about>, and <http://osse.dc.gov/service/state-assessments>.

⁵⁷ Performance Series assessments are on-line, adaptive assessments, aligned to Common Core grade-level standards that can be used to assess students' present levels of performance. For more information, see <http://www.scantron.com/software/districtwide-assessment/performance-series/overview>.

accommodations and modifications included in students' IEPs are strictly adhered to in all assessment processes.

Regular assessments will also be conducted and evaluated as part of the Student Success Team monitoring process. Teams will look at real time assessment data from interventions, monitor progress, and make changes and adjustments based on student progress.

To ensure that students are on track to meet learning goals and student achievement expectations, the Director of Teaching and Learning, along with the Director of Student Support Services and the Director Academic Wellness, will work with teaching and related services staff to ensure that assessments, both formative and summative, align to learning standards. This group, along with instructional and behavior coaches, will monitor formative assessment data on an ongoing basis to track the effectiveness tiered interventions and supports, and to make sure that all students are on track to meet Kingsman Academy goals and academic achievement expectations.

Diploma-track students will also prepare for and take the PSAT in 10th or 11th grade, and the SAT or ACT, in the spring of the 11th grade or the fall of the 12th grade. To ensure that students are appropriately prepared for these tests, Kingsman Academy will provide students with access to supports like: tutoring, test-taking, and other after-school and wrap-around supports.

The Kingsman Academy Leadership Team will also review comprehensive assessment data, including the results of benchmark tests and classroom assessments, on a quarterly basis and make adjustments and course corrections as necessary. All leadership team members will have access to schoolwide OnCourse (student information system) data management metrics, to monitor and track student learning and achievement, by student, subject, classroom, grade level, and specialized program.

Assessment Information will be shared with parents, guardians, and students through an online parent access portal, parent-teacher conferences, quarterly grades, SST team monitoring meetings (parents are part of Student Success Teams), and IEP meetings, if applicable. Parents will also receive copies of student's IEP Reports along with Quarterly Grade Reports.

b. Vertical Alignment and Promotion Requirements

-- Courses that must be completed at each grade level

See the Kingsman Academy Scope and Sequence on page 204 for detailed information about the course sequence and graduation requirements.

-- Promotion requirements

Promotions are defined as the movement of students to a higher grade or course level and will be made at the end of the school year.

- Students must earn a passing grade and meet attendance requirements to be promoted to the next course level in the each of the four core subject areas (Math, Language Arts, Social Studies, Science). Students who fail a class will have to earn a passing grade in that subject during summer school to be promoted.
- Students attend a minimum of 152 days of school in order to meet promotion requirements. Students missing 30 or more days of school may have to attend summer school to be promoted.
- Note: Special Education students and 504 students who are meeting the goals of their IEP's or learning plans are eligible for promotion if they meet attendance requirements.

Grade Level Promotions

- Any student who earns six Carnegie Units by completing content standards of the required courses, including units in 9th grade English and Algebra I, shall be eligible to be classified as a 10th grade student.
- Any student who earns 12 Carnegie Units by completing content standards of the required courses, including 10th grade English, shall be eligible to be classified as an 11th grade student.
- Any student who earns 18 Carnegie Units by completing content standards of the required courses, including 11th grade English, shall be eligible to be classified as a 12th grade student.

-- Graduation Requirements

A student must complete 24 Carnegie Units in the following areas in order to graduate and receive a high school diploma:

COURSES	UNITS
English	4.0
Mathematics <ul style="list-style-type: none"> • <i>Must include Algebra 1, Geometry and Algebra II</i> 	4.0
Science <ul style="list-style-type: none"> • <i>Must include biology, 2 lab sciences, and 1 other science</i> 	4.0
Social Studies <ul style="list-style-type: none"> • <i>Must include World History 1 and 2: US History; US Government and DC History</i> 	4.0

COURSES	UNITS
World Language	2.0
Art	0.5
Music	0.5
Health and Physical Education	1.5
Electives	3.5
TOTAL	24.0
* At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approve “College Level or Career Prep” list (AP, IP, CTE courses and college-level courses)	

Each student will develop an Individual Learning Plan at the beginning of 9th grade, planning the courses they will take to complete high school. They will also complete a Memorandum of Understanding in their eleventh grade year.

High school students may complete graduation requirements over a three, four, or five year period, depending upon the time and support they need to complete graduation as stated in their Individual Learning Plans.

Kingsman Academy requires 100 hours of community service in order for students to graduate. Community service refers to service that a student performs for the benefit of his or her community. These hours must be earned through volunteer work at a 501(c)(3) (non-profit) organization under the supervision of an adult who is not an immediate member of the student’s family. Hours cannot be earned during school hours unless it is through an approved school activity. All hours must be properly documented on the Kingsman Academy Community Service Hours Log.

No student will be allowed to graduate without having completed at least 100 hours of community service. In order to participate in graduation ceremonies, a student must complete all community service hours by May 15 of his/her senior year. To remain on target with graduation, it is suggested that students have completed 20 hours of community by the end of their freshman year, 40 hours by the end of their sophomore, and 75 hours by the end of their junior year.

-- Ensuring that all students are on-track to graduate

To ensure that all students are on-track to graduate or receive a Certificate of Completion, Kingsman Academy will employ a number of high impact strategies.

First, students will be rigorously assessed when they enter Kingsman Academy, to determine skill level, knowledge and readiness. We will work with students and families to identify tiered instructional supports, to build on student’s strengths and remediate skill or

knowledge deficits and specific behavior or socio-emotional challenges. Tiered learning supports are designed specifically help students catch up, accelerate learning, and achieve grade-level learning standards.

Second, as part of our student success process, we will develop an early warning system, highlighting when students are at risk of not graduating. A crucial part of the early warning system will be the modeling of outcomes based on a variety of data elements, including historical student data. Data of particular interest include attendance, discipline, and course grades.

We will also offer credit recovery courses (afterschool and in the summer) allowing students to make up lost credit hours and complete grade-level course work. Through programs such as APEX or PennFoster, students will be allowed to make up credit hours.

To ensure that all students are focused on college and career success, Kingsman Academy will build an “everyone graduates” culture. Throughout Kingsman Academy the focus will be on preparing students for life after middle and high school. Personalized learning plans, IEPs, and Transition plans (where appropriate) will be aligned to ensure that students have a clear vision of where they want to go, what skills and resources they need to get there, and how course completion, job- life-, and post-secondary skills preparation, and wrap-around learning experiences and socio-emotional supports will help them reach their goals. Advisors will serve as anchors for students, and counselors, psychologists, behavior specialists, paraprofessionals, teachers, and administrators will work together to ensure that are engaged, learning, and making progress toward graduation.

1. Support for Learning

a. Planning Year

-- Calendar of Activities

The table below indicates a list of activities the Founding Group will complete following PCS approval.

Activity	Initiation Date	Completion Date
Initiate and complete 501(c)3 process	September 2014	August 2015
Host focus groups to evaluate 2014-2015 changes	December 2014	February 2015
Appoint Board of Trustees	December 2014	May 2015
Canvas current school building to identify improvements	February 2015	July 2015

Activity	Initiation Date	Completion Date
Revise and finalize curriculum	Spring 2015	Spring 2016
Create and post job descriptions for instructional staff and non-teaching staff	April 2015	June 2015
Recruit and enroll students	May 2015	July 2016
Design course catalog	July 2015	March 2016
Review student and family handbook, staff handbook and employee Handbook	July 2015	March 2016
Create job descriptions and identify leadership team members	January 2016	May 2016
Extend offer letters to staff and new staff	January 2016	July 2016

-- Challenges of starting a new school

The Founding Group recognizes that it will face challenges in converting Options PCS to Kingsman Academy. The following chart outlines those challenges and identifies potential strategies to address them.

Establishing trust and increasing engagement among parents, students, and staff: Options PCS underwent significant changes during the 2013-2014 school year including dismissal of key staff and interruption of instruction. This recent history may impede trust among students, families, and faculty. The Founding Group must include Options PCS members in the decision making and planning process by maintaining effective communication and following procedures identified in the sections on School Organization and Culture, Family Involvement, and Community Participation.

Rebranding Kingsman Academy as a high-quality school: Historically, Options PCS is known as the school of “last resort” for students who have struggled at other schools in the District. Assessments, performance reviews, and articles further blemished Options reputation. Kingsman Academy accepts the challenge of providing a free and quality education to students at risk of dropping out of school because they are underachieving, truant, have behavior problems, or have exceptionalities requiring therapeutic special education services. Kingsman Academy, however, will rebrand the school by implementing a new school culture and high expectations for students and staff. Meeting the proposed individualized goals will demonstrate the effectiveness of our model.

Maintaining a talent pool of quality instructional and support staff: Kingsman Academy students will require additional support to succeed academically. Faculty and staff must be dedicated and patient in providing these supports while meeting Kingsman Academy

expectations. Section B.4.d discusses Kingsman Academy's process for establishing a pipeline of teachers, staff, and leaders for the school.

School Organization and Culture

One of the overreaching goals for Kingsman Academy is the implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) to create a positive school culture and climate. Kingsman Academy employs the PBIS framework to create a multi-tiered system of supports, ensuring that all of our students are placed in the interventions and programs required to achieve success. PBIS also encourages relationship building which impacts attendance and re-enrollment rates.

--Methods used to establish desired school culture

The Founding Group identified the following four expectations for the Kingsman Academy community, which will be posted throughout the school:

- Respect Self
- Respect Others
- Respect Learning
- Respect the Environment

PBIS guides schools in using data-based decisions to create systems and practices to meet the needs of all students. PBIS divides behavior into three tiers: Universal Tier I interventions (green tier), yellow zone targeted interventions, and red zone individual interventions. Kingsman Academy initiates this process with a PBIS team and structures to create smaller teams to run interventions at the different tiers. The PBIS team includes the Director of Student Support Services, the Director of Student Affairs, the Director of Academic Wellness, and the Department of Student Affairs. Grade level teachers, parents, and students are also invited to join the PBIS team to ensure a global perspective and initiate a true community effort.

-- Building a positive learning environment and culture

The PBIS team and a small committee will design and implement a positive learning environment and culture. The PBIS team serves as the initial Green Zone Team and provides universal interventions to all students. The Green Team creates school behavioral expectations, systematic processes for defining and teaching expectations to students and faculty, and a means of reinforcing behaviors when demonstrated by students.

Members of the Kingsman Academy community must have a shared understanding and definition of respect to increase ownership and create buy-in. Faculty and staff will receive

PBIS training during Summer Institute. Topics will include both theories and assumptions of positive behavioral supports and Kingsman Academy implementation of PBIS. Faculty and staff will also complete an exercise of defining respect for self, others, learning, and the environment. Faculty and staff are expected to lead students through the same exercise in advisory groups on the first day of school.

The PBIS team will combine all responses from students, faculty, and staff to create behavior matrix for the school, which will posted throughout the school.

PBIS is based in part on behavior theory, which teaches that behaviors that are reinforced are more likely to recur. Within the PBIS framework it is important to both understand how negative behaviors can be reinforced and to design a system where students receive reinforcement for positive behaviors. Kingsman Academy rewards positive behavior through the Paw Print program, Students of the Month, and an advisory program.

Students are awarded Paw Print coupons by staff members when they demonstrate positive behaviors defined by school-wide expectations. Paw Print coupons will be used for weekly drawing for prizes, such as movie tickets, a school shirt, or a backpack. Coupons will also serve as an admission ticket for events scheduled throughout the year. Aside from prizes, Paw Print Coupons allow staff to collect data and determine effectiveness of PBIS. Kingsman Academy will record students earning coupons and which faculty and staff members are distributing coupons.

Kingsman Academy will also recognize three groups of students during monthly assemblies, providing certificates and identifying the student's achievement. The first group is students who have perfect attendance for the month. Staff will provide awards to any student who has gone above and beyond normal behavior expectations. Finally, all faculty and staff members will nominate and recognize one student for Student of the Month. Staff will determine criteria for this recognition, which allows for recognition of different achievements.

Focusing on reinforcing positive behaviors accomplishes two goals. Students recognize the benefits of positive behavior and incorporate these actions into their normal behavior patterns. Repetition of learned behavior becomes habits that endure when reinforcements are no longer available. Reinforcements also change the behavior of Kingsman Academy personnel. Adults can be guided to actively seek out and acknowledge positive behavior, which creates positive and inviting classroom environments, makes students more likely to enjoy being in class, and increases student attendance and achievement. An increase in teacher satisfaction and classroom enjoyment are also correlated to positive reinforcements.

Kingsman Academy will adopt an advisory program to ensure that every student in the school is connected to an adult. Each advisory group consists of 4-6 students, enabling the student to develop strong relationships with his/her advisor. Advisory groups will meet every morning for 25 minutes and for an hour every other Wednesday when students are

dismissed early for faculty professional development. Advisors serve as mentors, counselors, and advocates for his/her advisees. S/he will be the only adult in the building with a complete picture of the student, including academic success, behavioral issues, and extracurricular activities. Parents will be encouraged to contact the advisor for all first line communications. Appointing the advisor as the first line communication promotes connectivity and parental engagement. A strong relationship between the guardian and school helps students perform better in all areas including behavior and attendance. English Language Learners and students with disability would benefit tremendously from this program as they require individualized attention. Parent satisfaction and involvement will also increase our reenrollment rate.

Student Affairs staff will provide themes and resources for the advisors to use during daily meetings and detailed lesson plans for extended advisory periods. Lesson plans include discussion on school-wide expectations and the behavior matrix, goal setting and transition planning, and study and organizational skills.

Advisory also allows students to develop relationships with other students and gives every student an advocate, a person he or she can go to when problems develop. Knowledge of students' problems allows Kingsman Academy to respond to issues earlier, decreasing the likelihood that problems will escalate into behavioral or social-emotional crises.

Universal Tier I interventions improve citizenship by promoting student engagement, a sense of belonging, and connection to members of the Kingsman Academy community.

Student engagement improves school completion and attendance rates, and is associated with higher academic achievement and improved student behavior. Lack of engagement, however, is often cited one of the primary reasons students drop out of school.

PBIS universal interventions work for 80% of students. Clearly teaching and reinforcing rules is sufficient for these students to behave appropriately. The number of students who require additional support is considerably higher at Kingsman Academy. In alignment with our mission statement, students at Kingsman Academy likely require additional time and support to reach levels of appropriate, positive behaviors. The PBIS team will create yellow zone interventions for this small population of students

Check In / Check Out will be the initial yellow zone intervention. Students requiring yellow zone interventions will meet with his/her assigned advisor in the morning and at the end of the day for a quick check in. The student and advisor set weekly goals for behaviors the student has difficulty following. Weekly goals are transferred to a point card, to be carried to all classes and completed by all teachers. Small rewards will be distributed if goals are met. Check In/Check Out provides constant feedback and structure for the student, converts to a self-monitoring system as the student progresses, and improves relationships between students and teachers. Kingsman Academy requires that teachers create a positive interaction when returning the point card at the end of class. Regardless of how the student

behaved during the period or what points the teacher assigned, the teacher is coached to make the interaction positive and one that encourages the student to return to class the next day. The following statement might be made to a student who misbehaved in class: “Today was a rough day but I know and have seen you do better.” This interaction further advances the Kingsman Academy goal of creating relationships between students and teachers as a tool for creating a positive culture and advancing student achievement.

Kingsman Academy faculty and staff also benefit from Check In/Check Out system. Aside from providing formal documentation on a student’s behavior, Check In/Check Out acts as a screening tool to provide data on student behavior and determine the need for further interventions. PBIS uses data provided by Check In/Check Out to see what behavioral issues have been resolved, requiring additional support and interventions devised to address unresolved problems. A full menu of interventions will be available for the 2015-2016 school year to address specific needs that arise in the student body.

Red zone, or individual interventions, will be implemented if targeted interventions fail to create appropriate behaviors. A multi-disciplinary team, including the parent or guardian, will evaluate the student and create an individual behavior support plan. The team may elect to have the student undergo a Functional Behavioral Assessment. Kingsman Academy will adhere to policies established in section D.1.b, Students with Disabilities, if the student has an IEP and requires additional support.

-- Welcoming and integrating students into our culture

Advisory will serve as the main tool for welcoming and integrating new students into Kingsman Academy’s culture. Joining a small group of students and staff member on the first day provides the new student with an instant connection. The advisory group will review school-wide expectations, enabling the new student to more quickly understand and adapt to the culture and expectations of Kingsman Academy.

-- Complaint resolution policy for parents and students

The following grievance policy can be found in Kingsman Academy’s Student and Family Handbook, included in the appendix.

Grievance Policy

Kingsman Academy places a high value on the input of parents/guardians, and encourages parents/guardians to offer feedback on any aspect of the school program. Parents/guardians who have grievances are encouraged to contact the appropriate school staff member or school administration to discuss the areas of concern.

If you feel your complaint, whether administrative or programmatic, is not addressed properly at the school level, you may file a complaint with the Office of the State

Superintendent of Education (“OSSE”). The OSSE complaint form can be found at <http://osse.dc.gov>.

Harassment and Sexual Harassment Policy

Kingsman Academy is committed to providing all students with a safe and supportive school environment. Members of the school community, including teachers, students, administrators and staff, are expected to treat each other with mutual respect at all times.

This directive is issued to provide guidance on conduct that might give rise to complaints of harassment generally, and sexual harassment specifically, and the steps that school officers, parents, teachers, and students should take in responding to such conduct and/or complaints.

I. Harassment of Students or Employees by Employees or Other Students—Defined
Harassment is a violation of school policy, and includes verbal, nonverbal, and physical conduct that substantially interferes with a student’s education or creates an intimidating or hostile environment. This includes, but is not limited to, harassment based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

II. Sexual Harassment of Students or Employees by Employees or Other Students—Defined
Sexual harassment of students and employees is prohibited at Kingsman Academy. Sexual harassment includes, but is not limited to, unwelcome sexual advances, verbal sexual behavior, or nonverbal sexual behavior that substantially interferes with a student’s education, or creates an intimidating or hostile environment.

III. Sanctions for Harassment and/or Sexual Harassment of Students by Students
Harassment generally, and sexual harassment specifically, of students by students is specifically prohibited by the Kingsman Academy Code of Conduct, and such harassment constitutes grounds for disciplinary actions and/or school exclusions as set forth in those provisions.

IV. Sanctions for Harassment and/or Sexual Harassment of Students by Employees
Harassment generally, and sexual harassment specifically, of students by employees is specifically prohibited by this directive and Kingsman Academy policy. Such conduct by employees may lead to adverse action including termination of employment.

V. Grievance Procedures for Harassment and/or Sexual Harassment of Students
Complaints of harassment generally, and sexual harassment specifically, of students by students, employees or other persons may result in an allegation of denial or abridgment

of student rights as set forth in the Kingsman Academy Code of Conduct. When necessary, students and parents/guardians may avail themselves of the student grievance procedures. Any student who feels he/she has been harassed should report the incident to the Department of Student Affairs and/or another school administrator.

--Safety, order and student discipline

The discipline system at Kingsman Academy has three goals: to keep everyone safe, create an environment where instruction and learning are possible, and to teach students the positive, pro-social behaviors required to succeed in school and beyond. By establishing and enforcing a progressive, developmentally appropriate plan to promote positive behavior, Kingsman Academy students will learn self-discipline, responsibility and respect for themselves and those around them.

-- Ensuring a safe and orderly environment

Kingsman Academy uses Positive Behavioral Interventions and Supports (PBIS) as the basis for addressing student behavior. PBIS enhances the safety and order in the school by teaching students the positive, pro-social behaviors that will help them succeed in school and beyond. Students are reinforced when they demonstrate appropriate behaviors, and they can earn privileges, access to special events and other rewards by meeting the school's expectations. PBIS is associated with lower behavior incidents and an overall improved school culture and climate. PBIS also teaches schools to implement a multi-tiered system of support under which students have their needs met regardless of their level of functioning. This allows students who need more attention, due to disability or other factors, to have their needs met as well as any other student.

-- Philosophy regarding student behavior and discipline

The desire to focus on the positive behaviors of our students influences the way Kingsman Academy treats discipline. As often as possible our goal is to address behaviors without having to issue a consequence. When students violate the Code of Conduct, every attempt is made to work cooperatively with the student and family to address and solve behavioral concerns. The Code of Conduct, however, must be used at times to address behaviors. A progressive discipline system allows Kingsman Academy to assign consequences as behaviors recur or become more severe. General education and special education students receive the least severe consequence possible. Discipline is observed on an individual basis, allowing Kingsman Academy to take into account how disabilities impact behavior and create a plan that appropriately meets the student's needs. As a school for students whose needs were not met at other schools, our discipline policy allows us the flexibility to creatively meet the needs of all of our students whether those needs are academic, behavioral, or social-emotional.

-- Discipline policy for each grade span

Kingsman Academy's Code of Conduct divides behavior violations into three levels, based on the severity of the behavior. Each level has consequences that can be used, with the final discretion on all consequences belonging to the Dean of Students and the Kingsman Academy administration. These levels are shown in the chart below.

	Violations	Possible Consequences
Category 1	<ul style="list-style-type: none"> • Using profanity; • Possession of electronic items during the school day; • Disruptive behavior; • Horseplay; • Disrespect to staff or other students; • Failure to follow directions the first time; • Uniform violations; • Excessive noise in the classroom, hall, or building; • Running in the classroom, hall, or building; • Offensive gestures (non-sexual or threatening). 	<ul style="list-style-type: none"> • Informal talk; • Teacher or staff member/student conference; • Detention; • Parent/guardian notification and conference; • Counseling/intervention; • Loss of school privileges and a violation of good standing; • School/community work tasks.
Category 2	<ul style="list-style-type: none"> • Destruction of school or personal property valued at less than \$500; • Disrespect to staff or other students; • Failure to attend ALC or class during the regular school day; • Forging passes (including but not limited to bathroom, library, nurse, etc.); • Gambling; • Lying or giving misleading information to school staff; • Non-threatening verbal altercations; • Offensive gestures that are sexual or threatening; • Repeated disruptive behavior; • Repeated refusal to follow instructions given by staff; • Repeated uniform violations or refusal to fix a minor uniform issue in a timely manner; 	<ul style="list-style-type: none"> • Informal talk; • Parent conference; • Referral to clinical services; • Loss of privileges; • Community service; • Discipline conference; • Lunch or after school detention; • Alternative Learning Classroom; • Out of school suspension; • Discipline conference to discuss placement.

	Violations	Possible Consequences
	<ul style="list-style-type: none"> • Truancy/skipping class; • Insubordination; • Use of school electronic devices (phones, laptops, e-readers, tablets, etc.) without permission or to access inappropriate content. 	
Category 3	<ul style="list-style-type: none"> • Fighting or other violent behavior; • Threatening behavior; • Bullying or harassment of students or staff (physical, verbal or electronic); • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of a interfamily offense, or place of residence or business, including derogatory sexual language; • Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs); • Threatening (verbal or non-verbal); • Extortion; • Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students or staff. This includes posting material on the internet or sending material electronically (via email or cell phone); • Participation in activities or association with groups that threaten the safety of students or staff 	<ul style="list-style-type: none"> • Parent conference • Referral to clinical services • Community service • Discipline conference • Alternative Learning Classroom • Out-of-school suspension • Discipline conference to discuss placement • Expulsion • Involuntary withdrawal

	Violations	Possible Consequences
	<p>(gang affiliation or conduct in neighborhood “crews” or other similar groups);</p> <ul style="list-style-type: none"> • Hazing; • Tampering with or pulling fire alarm and using extinguishers in non-emergency situations; • Activating a false alarm; • Unauthorized possession, use or distribution of over the counter or prescription medication; • Engaging in sexual acts on school premises or school related functions; • Throwing objects that may cause injury or damage to property; • Destruction of school or personal property valued at greater than \$500; • Theft on/off school grounds; • Trespassing; • Truancy; • Possession, sale, distribution or use of drugs, alcohol, cigarettes or other prohibited items; • Possession, sale, distribution or use of drug paraphernalia such as: lighters, pipes, rolling papers, clips, etc.; • Possession, sale, distribution or use of any substance as a drug (may include, but not limited to: inhalants, prescription medications, cough syrup, etc.); • Possession, sale, distribution or use of tobacco products; 	

	Violations	Possible Consequences
	<ul style="list-style-type: none"> • Possession, sale, distribution or use of flammable products such as matches, lighters, lighter fluid, torches, etc.; • Possession of mace or pepper spray; • Possession or use of any item that can be used as a concealed weapon; • Possession of weapons or other prohibited items on school property; • Possession of any item that can be used as a weapon (e.g. knife, dagger, box-cutter, screwdriver, etc.) whether or not the item was used as a weapon or intended as a weapon; • Possession of any firearm (e.g. gun, BBgun, rifle) or item that meets the criteria of “Other firearm” (see below); • Sexual misconduct, sexual harassment, lewd or indecent public behavior; • Arson, biohazard or bomb threats; • Repeated Category I and II violations of the Code of Conduct; • Criminal act on/off school grounds; • Failure to follow school visitor policy; • Leaving the school premises or a school-sanctioned activity without permission; • Any behavior or other conduct not specifically enumerated in any other Category in this chapter that causes disruption to the academic environment, disruption to the school operation, 	

	Violations	Possible Consequences
	<p>destroys school property, or causes significant harm to self or others;</p> <ul style="list-style-type: none"> • Violation of Disciplinary Probation or a Final Probation Contract; • Possession of any item that is considered an Other firearm, This includes incidents in which one or more students possessed or brought another type of firearm not named above, including zip guns, starter guns, and flare guns to school. 	

Professional Development for Teachers, Administrators and Other School Staff

The Founding Group will align professional development goals with the school's mission. In other words, *Kingsman Academy will provide teachers, administrators, and staff individualized and rigorous professional development in a supportive environment to help prepare students for post-secondary success and responsible citizenship.*

All faculty and staff will attend 6-10 days of Summer Institute, intensive onboarding training. Teachers will attend sessions related to lesson planning, assessments, and reading and math intervention programs. All staff and faculty will receive training on the PBIS, RTI and Advisory models. Instructional and support staff are required to attend and be certified in TACT II training to ensure a safe learning environment. Kingsman Academy expects all teachers and staff to be cognizant of students with disabilities. As such, the Special Education Department will lead grade-level meetings for all teachers, deans, clinicians and support staff. A snapshot of each student with an IEP will be presented at this time and staff will discuss strategies for supporting the student.

Kingsman Academy will offer ongoing professional development to address student needs and school policies. General and special educators are required to upload lesson plans into OnCourse. Instructional coaches review the lesson plans weekly and offer feedback. Classroom observations allow instructional coaches to ensure proper instruction and provide constructive feedback. If necessary, the instructional coach schedules a demonstration lesson where the teacher practices different teaching styles. The Data Specialist provides assistance to instructional staff, helping teachers better understand student data and identify an efficient strategy.

The proposed academic calendar includes biweekly professional development days. Data—including surveys, formal and informal observations, analysis of lesson plans, and student assessments—will dictate activities on these days.

Faculty and staff will be required to complete a teacher professional development (TDP) plan, outlining goals, strategies for completing the goal, indicators of success, and reflections. Direct supervisors will review TDP plans to ensure completion and identify strategies for supporting the individual.

-- Professional development plans related to teaching students with disabilities and English Language Learning

Differentiated professional development will also allow Kingsman Academy to provide training based on programs. Faculty and staff in the Journey Program will receive professional development related to the application of intensive behavior intervention, modification and accommodations, and transitioning students out of Journey to a least restrictive environment. Voyager program teachers and staff will receive training on Styer-

Fitzgerald Secondary Functional Curriculum, Common Core State Standards, life skills training, and job coaching.

Kingsman Academy expects all staff to be proficient in the school's Child Find system, recognizing signs that a student may have a disability and documenting student work. All general and special education teachers will receive training on special education services, related services, and IEP implementation. Professional development related to English Language Learners will be incorporated and provided as ELL students enroll at Kingsman Academy.

-- Developing a Pipeline of Potential Teachers, Staff, and Leaders

Kingsman Academy will attract qualified staff that is committed to working in an urban environment with at-risk students. The following recruitment strategy will be used to develop a pipeline of potential teachers, staff and leaders:

- Advertise all job descriptions on Kingsman Academy's website, PCSB website, Idealist.org, and local employment boards
- Establish relationships with schools of education with a special education focus such as University of Maryland College Park, John Hopkins University, Vanderbilt, George Washington University, and Teachers College at Columbia University
- Leadership positions will be advertised on high-profile organizations such as Education Week and the National Alliance for Public PCS Schools

Applicants will be subject to an intensive interview process. A recruiter will screen all incoming resumes and perform a first round of phone interviews. Successful applicants will be interviewed by department heads and staff. Candidates applying for a teaching position in the Journey program, for example, would interview with the Director of the Journey program, a behavioral staff member and a Journey teacher. Instructional and support staff will be assessed by comfort level of interacting with students with special needs, proficiency in knowledge area, and threshold for behavioral tolerance. Teaching candidates may be required to submit instructional videos or lead class demonstrations with a small group of students to demonstrate the individual's mastery of a subject, familiarity with CCSS standards, ability to create a lesson plan, and class management techniques.

Structure of the School Day and Year

-- School Day

Kingsman Academy will implement an alternating A Day/B Day schedule with four 85-minute blocks per day. Students will be enrolled in a total of 8 classes designated by periods. Periods 1, 3, 5, and 7 will meet on A Days, and periods 2, 4, 6, and 8 will meet on B Days.

The proposed daily schedule is as follows:

8:00 a.m. – 8:25 a.m.	Breakfast
8:30 a.m. – 8:55 a.m.	Advisory
9:00 a.m. – 10:25 a.m.	1st Block
10:30 a.m. – 11:55 a.m.	2nd Block
12:00 p.m. – 1:55 p.m.	3rd Block (incl. lunch)
2:00 p.m. – 3:30 p.m.	4th Block
3:30 p.m.	Student Dismissal
3:45 p.m. – 5:15 p.m.	Afterschool Programs

Every other Wednesday will be designated as an early dismissal for students, with professional development for faculty and staff. The proposal early dismissal schedule is as follows:

8:00 a.m. – 8:25 a.m.	Breakfast
8:30 a.m. – 9:10 a.m.	1st Block
9:15 a.m. – 9:55 a.m.	2nd Block
10:00 a.m. – 10:40 a.m.	3rd Block
10:45 a.m. – 11:25 a.m.	4th Block
11:30 a.m. - 12:30 p.m.	Lunch/Advisory
12:30 p.m.	Student Dismissal

-- School Year

Kingsman Academy will provide students with 182 days of instruction from August to June. The academic calendar will be divided into 4 quarters. Report cards will be mailed to parents at the end of each quarter and teachers will host parent-teacher conferences to discuss academic progress.

The tentative calendar below identifies student instructional days, assessment days, parent-teacher conferences, and professional development days.

AUGUST 2016

Monday, August 22 First Day of School

SEPTEMBER 2016

Monday, September 5 Holiday - Labor Day (School Closed)

Wednesday, September 7 Early Dismissal / Professional Development

Wednesday, September 21 Early Dismissal / Professional Development

OCTOBER 2016

Wednesday, October 5 Early Dismissal / Professional Development

Monday, October 10 Holiday - Columbus Day (School Closed)

Wednesday, October 19 Early Dismissal / Professional Development

Friday, October 28 End of Term

NOVEMBER 2016

Wednesday, November 2 Early Dismissal / Professional Development

Friday, November 11 Holiday - Veterans Day (School Closed)

Wednesday, November 16 Early Dismissal / Professional Development

Thursday, November 24 Holiday – Thanksgiving (School Closed)

Friday, November 25 Holiday – Thanksgiving Friday (School Closed)

Wednesday, November 30 Early Dismissal / Professional Development

DECEMBER 2016

Wednesday, December 14 Early Dismissal / Professional Development

Thursday, December 22 – Winter Break

Friday, December 30

Monday, December 26 Holiday – Christmas Day Observation (School Closed)

JANUARY 2017

Monday, January 2 Holiday – New Year’s Day Observation (School Closed)

Wednesday, January 11 Early Dismissal / Professional Development

Monday, January 16 Holiday – Martin Luther King Day (School Closed)

Friday, January 20 End of Term

Wednesday, January 25	Early Dismissal / Professional Development
FEBRUARY 2017	
Wednesday, February 8	Early Dismissal / Professional Development
Monday, February 20	Holiday – Presidents’ Day (School Closed)
Wednesday, February 22	Early Dismissal / Professional Development
MARCH 2017	
Wednesday, March 8	Early Dismissal / Professional Development
Wednesday, March 22	Early Dismissal / Professional Development
Friday, March 24	End of Term
APRIL 2017	
Wednesday, April 5	Early Dismissal / Professional Development
Friday, April 14	Holiday – Good Friday (School Closed)
Monday, April 17	Holiday – Easter Monday (School Closed)
Tuesday, April 18 –	Spring Break
Friday, April 21	
Wednesday, April 26	Early Dismissal / Professional Development
MAY 2017	
Wednesday, May 10	Early Dismissal / Professional Development
Wednesday, May 24	Early Dismissal / Professional Development
Monday, May 29	Holiday – Memorial Day (School Closed)
JUNE 2017	
Wednesday, June 7	Early Dismissal / Professional Development
Friday, June 16	Last Day of School / End of Term

Family Involvement

-- Philosophy around family engagement

Learning is a process of constructing meaning and integrating concepts into existing knowledge. Parents promote learning through emotional and physical support. Kingsman

Academy encourages parents of varied education, economic and cultural backgrounds to become an integral part of day to day routines, school culture, and student's academic development. Staff at Kingsman Academy will adopt the motto "When parents are for you who can be against you?"

Kingsman Academy will uphold this philosophy by organizing parent-teacher nights and back to school events, promoting an active Parent-Teacher Association, and encouraging parents to join the PBIS Team which develops school expectations. In recognizing that parents have diverse educational background, Kingsman Academy will communicate school activities and information through multiple tools, which may include the following:

- Mail newsletters and letters to inform families of upcoming school activities, success stories, and relevant information.
- Translate all documents to a second language for parents of English Language Learners.
- Adopt an automatic robocall system to inform parents of student absences, scheduling issues, and upcoming events
- Encourage instructional staff, support staff, and administrators to call parents
- Identify a point of contact staff member for non-English speakers. An interpreter may be required for meetings and/or ceremonies
- Maintain an up-to-date website and online calendar

-- Parent trainings, programs, or initiative to support student's families

The Founders of Kingsman Academy recognize that parents must receive developmental opportunities in order to help their students to achieve. Options PCS created a Family Engagement Coordinator position during the 2014-2015 school year. The coordinator will gauge parent interest for workshops and programs. A list of potential initiatives, workshops, and programs is provided below:

- Create an active PTA or PTO
- Offer workshops on Health and Wellness, Economic Empowerment, Computer Basics and Homework strategies.
- Encourage parents to showcase their talents and/or hobbies which in turn may interest students and parents will be responsible for conducting the activity.

- Social Service initiatives will be launched periodically throughout the school year based on parents' expressed needs; with the intent to support the various task such as: filling out documents and/or supporting them in processes and/or standard criteria they have met in order to maintain the governmental assistance they may receive.
- Creation of certificate programs that will showcase parents' efforts and achievements such as; reading and math refresher courses, a GED prep class, and/or a job/interview prep course.

-- Informing parents of student's academic and non-academic progress

Options PCS currently uses OnCourse Systems for Education to store grades and discipline data. OnCourse also provides an online message center and can host staff websites. Kingsman Academy will adopt this system during the 2015-2016 school and/or select a different system with greater capacities. Parents will be provided with passwords to access an individual student's data. Families may also be provided with training on how to access and understand academic and non-academic data.

Families will have full access classroom policies, grades and assignments, and discipline tracking through the OnCourse system website.

-- Awareness of Performance Management Framework, accountability index, Equity report and annual report

Kingsman Academy will notify parents of reports through OnCourse message system, the website, and scheduled mailings. Parents may also schedule an appointment with Kingsman Academy instructors and administrators if they require assistance in understanding the reports and scores.

-- Supporting parent communication with technology

Kingsman Academy will adopt a robust data-management system such as OnCourse Systems for Education. Parents will be given passwords to this system, allowing the parent to access students' behavior and academic information in addition to school activities.

-- Existing staff support of family engagement plans

Options PCS faculty and staff are committed to the overall success of students and parents. The Options PCS family fought alongside the Court-Appointed Receiver to keep the school open during the 2013-2014 school year, believing that our students are best served in a therapeutic educational model and that closure of Options PCS would result in high school dropout for many of our students.

The Founders of Kingsman Academy have worked closely with Options PCS staff to discuss overall operations and academics. Staff from the 2013-2014 school year helped the current Leadership Team / Founders of Kingsman Academy implement changes for the 2014-2015 school year. Selection of Kingsman Academy as the permanent operator ensures job security of Options PCS staff and a renewed commitment to our students. Current family engagement plans will be continued and improved throughout the 2015-2016 school year without interruption.

--Informing parents about their and their child's rights

Kingsman Academy will respect the rights of parents and their child's as required by IDEA, Section 504 of the Rehabilitation Act, and all other applicable civil rights laws. Section D.1.b of this application outlines all procedures for identifying and assessing students with learning disabilities or those who may require 504 Plan. If the school believes that a student is eligible for special education services, then his/her guardian will be mailed a letter of invitation. A multidisciplinary team will the parent's and student's rights at this meeting in addition to requesting parental consent to administer tests. Parents will be invited to all meetings concerning the student's IEP and/or 504 plans.

The Student and Family Handbook will identify the rights of parents and students under civil rights laws.

--Notifying parents of school closure, early releases, and late starts due to inclement weather or emergencies

Kingsman Academy will inform guardians of changes to the school's schedule through automated phone calls. Kingman Academy will also notify parents through notices on local television shows.

Community Participation

-- Engaging the school in the community

The school's name was selected as a tool to reconnect the school to the Kingman Park community. Below is a short history of Kingsman Park and the Kingsman School building, which demonstrate our commitment to citizenship:

In 1927, Charles Sager built 40 homes in the Kingman Park neighborhood of the District of Columbia. Shortly after, the District of Columbia built an elementary and junior high school for African American children, attracting middle class African American families. The residents of Kingman Park have since been active citizens, advocating for quality schools and resisting adverse development projects.

The Kingsman School, located at 1375 E. Street NE, was built and dedicated to Dr. Richard Kingsman in 1922. Dr. Kingsman graduated from the medical department at

Howard University in 1886 and practiced medicine in the District of Columbia. He was an active member of Kingsman Park and served on the DC board of education.⁵⁸

Kingsman Academy will uphold this commitment to education and active citizenship, as promoted by Dr. Kingsman and the Kingman Park community. School grounds, such as the soccer field and basketball courts, will be accessible to the community. We will also host an annual community day, allowing neighborhood residents to interact with Kingsman Academy faculty, staff and families. Health—mental and physical—is crucial to the mission of Kingsman Academy. In promoting healthy lifestyles, the Environmental Club will encourage recycling and maintain a school garden. Community participation in these programs while expanding beautification efforts of Kingsman Park.

Although the school will be located in Ward 6, we recognize that a majority of students will reside in Wards 7 and 8. The Family Engagement Coordinator will be charged with developing workshops, trainings and informational sessions that aide and support parents in need of refreshing their academic skills, learning strategies that assist with student's homework and classwork support.

-- Engaging the community in the planning, development and implementation

During the 2013-2014 school year, Options PCS families and community members were very vocal regarding the proposed school closure. Since its inception, Options PCS was the school of “last resort” for students most at-risk of dropping out because they need additional social or academic support or have exceptionalities requiring intensive special education services. Potential closure of the school would have displaced approximately 300 students and exhausted the resources of unprepared public and PCS schools.

The community also provided integral support in the redesign of Options PCS therapeutic educational model. The Receiver Team held 4 focus groups with Options families, students and teachers regarding the existing school model. Feedback and lessons learned was used to redesign Options therapeutic educational model and operations.

The Founding Group will organize a second round of focus groups in December, pending PCS approval. December focus groups will allow us to measure improvements and identify additional changes. Kingsman Academy is also committed to creating an active Parent-Teacher Association. Participating parents will represent both the community and students, provide ongoing guidance and feedback on the implementation of the school, and help identify additional partnerships and activities to be active community players.

A successful vocational program should provide students with real life experience to help students hone skills and establish professional networks. The Programs Department will

⁵⁸ *The Journal of the American Institute of Homeopathy, Volume 15, January 1923, page 652*

work with local businesses to establish internships for upperclassmen in the hospitality and tourism, early childhood, and information systems industries.

-- Partnerships with community organizations, businesses, or other education institutions

As outlined in the Recruitment and Marketing section, Kingsman Academy will launch an outreach campaign with local education institutions and social services agencies to identify potential students. The outreach campaign will also provide resources on education choices and different special education services.

Kingsman Academy values athletics as a tool to encourage students to graduate, develop leadership skills, and become active citizens of the Kingsman and District of Columbia communities. We may replace Options PCS in the Capital Area Football Conference (CAFC), an independent football league for PCS schools. Kingsman Academy may also participate in the Public PCS State Athletic Association (PCSAA), a subsidiary of the District of Columbia State Athletic Association (DCSAA). PCSAA organizes games and tournaments with other PCS schools.

The programs department will work with local businesses to create internship opportunities. In such cases, the firm must agree to Department of Labor laws for paid and unpaid internships.

The programs department and Voyager instructors will seek out internship and volunteer opportunities, allowing students to gain hands-on experience and life skills.

Extracurricular Activities

The Programs Department at Kingsman Academy will implement engaging, academically-aligned, and “real-world” relevant programs that invigorate student’s desire to learn. This goal will be achieved through athletics and afterschool programs, which are designed to encourage character development, team building, and knowledge application outside of the classroom.

The Founding Group anticipates a student population of 100% low-income students. As such, sports and extracurricular activities will be provided at no cost to Kingsman Academy students. The athletic department and clubs will be provided a budget to cover uniforms, equipment, transportation, and league fees. The Student Support Services Department will ensure that extracurricular activities are available to and appropriately modified for students with disabilities.

-- Athletics

Kingsman Academy sports will focus on character development, citizenship, leadership and physical health. The school will seek to offer a variety of sports during the school year which may include:

Fall	Winter	Spring
Boys Soccer	Boys Basketball	Boys Baseball
Girls Soccer	Girls Basketball	Girls softball
Varsity Football (high school)	Cheerleading	Outdoor Track
Flag Football (middle school)	Indoor Track	Cheerleading
Girls Volleyball		
Cheerleading		

Selected sports will join existing PCS conferences. Varsity Football, for example, would join the Capital Area Football Conference (CAFC). All other sports would fall under the jurisdiction of the Public PCS State Athletic Association (PCSAA), a subsidiary of District of Columbia State Association (DCSAA), in terms of regulation, eligibility requirements and coaching certifications.

-- Afterschool & Music Programs

The following clubs and activities may be offered during the Planning Year at Kingsman Academy depending on student and faculty availability:

Book Club: The Kingsman Academy Book Club brings students together who share and promote their love of reading. Groups would meet once a week to discuss books and read three book every quarter. (Grades 9-12)

Broadcast Journalism & Newspaper Club seeks to educate, enlighten, entertain, and empower students through media. Students will gain hands-on experience creating a weekly school broadcast, sharpen oratory skills, as well as experience in film-making and creating a school newspaper. (Grades 7-12)

Choral Ensemble is a performance-oriented vocal music group open to all students who share a love for singing and performing. Students will learn music theory, correct singing techniques, and prepare vocal pieces for performers. By participating in various school functions and vocal engagements students will strengthen teamwork skills, display school spirit as well refine their art of performing. (Grades 9-12)

Kingsman Drumline affords students the opportunity to express themselves through music. Through quality music education and teamwork students will establish a quality connection with music to last a lifetime. (Grades 9-12)

Healthy Hearts/Environmental Club is a students-centered program seeking to maintain and ensure a healthy planet. By creating and maintaining a school garden, recycling program, and understanding of nature, students learn how to embrace nurturing the mind, body, and spirit through nature, art, and education. (Grades 9-12)

Mentor Program will edify and instill character in Kingsman young men and women. Students will gain life skills and learn about the value of volunteerism to improve the world. In a nurturing environment students envision a future as productive, responsible, and successful citizens. (Grades 9-12)

Spoken Word Poetry Club is a platform for students to develop and enhance emerging skills with poetic forms, especially spoken word poetry. Through a series of workshops students will create lyrics to music, refine writing and poetry skills, and gain an appreciation for many forms of artistic expression. (Grades 6-8)

1. PLANNING AND ESTABLISHMENT

a. Profile of Founding Group

The Kingsman Academy Founding Group is comprised of the current School Leadership Team of Options PCS, with each person planning to continue in his or her current position:

-- Shannon Hodge, Executive Director

Shannon Hodge is a former high school counselor and guidance director who has worked in education at the local, state, and federal levels. Most recently, Ms. Hodge was an attorney at the law firm of Hogan Lovells, where she represented a variety of educational organizations, including school districts and universities. Shannon holds a bachelor's degree in Afro-American Studies from Harvard, a master's degree in educational and psychoeducational studies from Purdue, a master's degree in educational administration, planning, and social policy from Harvard, and a law degree from Stanford.

-- Ramon Griffin, Director of the Journey Program

Ramon Griffin is a native of Detroit, Michigan where he was born and raised before moving to Atlanta, Georgia to attend Morehouse College. During his tenor at Morehouse College, he began volunteering at schools in the area before becoming a corps member with AmeriCorps. In May of 1999, he graduated Morehouse College with a Bachelor of Arts in Psychology. After graduation he continued on with AmeriCorps, where he served as a Reading Coach and After School Program Leader. That experience guided him into his career in education. Upon completing AmeriCorps he worked with at-risk youth in a summer program, Inner Strength, before relocating to Washington DC to begin his teaching career. He has worked in the field of education in Washington DC in both the PCS school and private sector in various positions. He is fortunate enough to be a member of Kappa Alpha Psi Fraternity, Inc., 100 Black Men of Washington DC, and Bachelor Benedict.

-- Damon Jones, Director of Programs

Damon Jones is an educator, author and entrepreneur. After receiving his undergraduate degree from Harvard University in Economics and a Masters in Art of Teaching from Trinity University, Washington, D.C., it broadened his vision and set him apart as a world-changer.

He received his K-6th grade certification from the Maryland State Board of Education in 2008 and his STEAM (science, technology, engineering, arts, and mathematics) Educator certification in 2013. Combining his education, musical and consulting background, he developed STEAM America, an initiative fostering 21st century innovation, problem-solving, and entrepreneurial skills in youth via STEAM programming.

As an advocate for youth success he is making an appeal to the human conscious with his book, *The STEAM Education Effect: The Key to Unlocking Your Financial Future*, addressing the economic need for STEAM education and the need to close the achievement gap.

Jones further believes that you must run your race to win. In college, he led the Harvard Crimson football team to the 1997 Ivy League championship as the starting running back. Now he's running for children. Running to make a difference for them; running for the underserved; running with a purpose to inspire the next generation of leaders; running full STEAM ahead!

-- Kennesha Kelly, Chief of Staff

Kennesha Kelly joined Options PCS in 2012 as a Data Specialist to help redesign its data collection systems and monitor process and outcome measures toward school improvement goals under the Race to the Top Turnaround Model. Through the intervention program, Kennesha supported the development of information systems to improve the efficacy of student performance data, increased validity and reliability of assessments to improve data driven instructional strategies, and established baseline measures to evaluate the effectiveness of school wide programs. Ms. Kelly continues to support school turnaround initiatives as Chief of Staff for the 2014-2015 school year by managing special projects and leading key school improvement programs through collaborative strategic planning and supporting the deliverables of school leadership. Ms. Kelly holds a bachelor's degree in Biomedical Anthropology and Afroamerican Studies from the University of Michigan, Ann Arbor.

-- Deborah Lahre-Joyner, Director of Academic Wellness

Ms. Joyner is a certified School Psychologist with experience in Special Education consulting, Adolescent Residential Treatment Placement, High-Intensity Treatment Outpatient Treatment, Delinquency Prevention and Family Preservation. Since moving to the District in 1999, Ms. Joyner has served over 1,000 children and their families in traditional and PCS schools providing comprehensive psychological evaluations, implementing response-to-intervention systems for academic and behavioral supports, and training staff in co-teaching, functional behavior assessments and effective behavior intervention plans.

Ms. Joyner has also served as a parent partner on the Department of Education's Regional Education Lab and on the District of Columbia Public School's Anti-Bullying Task Force. Ms. Joyner holds a Master of Arts Degree in Counseling Psychology from Immaculata University in Pennsylvania and a Bachelor of Arts Degree in Behavioral Science from Wilmington University.

-- Jim Linde, Director of Student Support Services

James Linde has been an educator for his entire career specializing in working with students with disabilities. A graduate of Clark University (Worcester, MA) he received a Bachelor of

Science in early American history. He attended Boston College (Chestnut Hill, MA) and received his M.Ed. in Teaching Emotionally Disturbed students. After receiving his degree he taught in a residential treatment center for psychiatrically impaired youth. He has taught ED, LD, IM students in both elementary and middle schools. When IDEA was originally passed Mr. Linde was an associate in the Special Education Department at George Washington University where he provided technical assistance to states in the development and implementation of the new special education regulations. He has consulted with multiple states in designing training programs for parents raising children with disabilities. He has served as a consultant to the National Association of State Special Education Directors for whom he provided guidance on standardized testing programs for students with disabilities. Mr. Linde worked for the Maryland State Department of Education as a liaison and technical advisor to the Baltimore City Public Schools who were under a federal consent decree to improve services to special education students. Mr. Linde subsequently joined the Baltimore City Public School System where he was Director of Compliance, Director of Placements and finished his career in the city as the principal of Sharp-Leadenhall Elementary School which served emotionally disturbed students in grades K-5. Mr. Linde currently serves on the Executive Board of the Maryland Association of Elementary School Principals.

-- Rebecca Penney, Director of Teaching and Learning

Rebecca Penney joins Options Public PCS School as Director of Teaching and Learning with a commitment to urban education and improving the educational success for all students. She is a passionate teacher and school administrator.

Rebecca studied international affairs at the George Washington University, received a bachelor's degree in interdisciplinary and African studies from State University of New York Empire State College, and her Master of Education in secondary education from Dowling College.

Her education career began in 2002 as a high school social studies teacher at William Floyd High School in New York. At William Floyd, Rebecca developed the district's Participation in Government curriculum, served as a Smaller Learning Community design team member, developed a student led conference model, and served as mentor teacher to student teachers as well as, first year teachers.

After moving to Washington, D.C. in 2007, she became social studies department chairperson at Thurgood Marshall Academy Public PCS School. In 2010, she was appointed Director of Curriculum and Instruction at Thurgood Marshall Academy. During her time as Director of Curriculum and Instruction she oversaw the Common Core State Standard transition for the school, co-designed a new teacher evaluation system, facilitated imbedded professional development and improved curriculum to increase student achievement.

-- Tina Stith-Twine, Director of Special Education

Tina Stith-Twine is a school educator with 15 years of experience working in the special education field with students from an array of disabilities. Tina graduated from Bowie State University with a Master of Education in Special Education and a Bachelor of Science in Exercise Science from Norfolk State University. In the past, she worked for the District of Columbia Public Schools and Prince George's County Public Schools as a special education teacher. Tina has worked with autistic students, intellectual disabilities, learning disabilities and emotional disturbance. In addition, she started and supervised a pilot private special education school in Bowie, MD for students with learning disabilities. She also worked as the admissions director for students being placed at a private special education school in Washington, DC. A majority of Tina's experience has been working with high school students by helping them transition into the workforce or college upon graduation.

-- Brian Tureck, Director of Student Affairs

Brian Tureck has spent almost 20 years as an educator. Brian has been a teacher, a counselor, and an administrator, and he has worked in public, private, and special education schools. More recently, Brian worked at the Maryland State Department of Education as part of the Race to the Top grant, leading a project to improve culture and climate in the state's lowest performing schools; and with Sheppard Pratt Health System implementing the Maryland Safe and Supportive Schools grant, designed to improve climate in the state's high schools. Brian also served as a member of Maryland's Management and Leadership Teams implementing their PBIS (Positive Behavioral Interventions and Supports) initiative. Brian has presented about PBIS implementation at several national and international conferences including the National PBIS Leadership Forum, the International Conference on Positive Behavior Support, the Annual Conference on Advancing School Mental Health, and the International Bullying Prevention Association Conference. He holds a Bachelor's Degree in Public Policy from the College of William and Mary and a Master's Degree in Counselor Education from the University of Virginia.

-- Hasan Zulfiqar, Director of Accountability

Hasan A. Zulfiqar serves as the Director of Accountability for Options Public PCS School, where he oversees student assessment, data management, and school compliance. In joining Options PCS, Hasan brings extensive experience in education, law and policy, along with an innovative perspective on effective school programs and academic processes.

Prior to joining Options PCS, Hasan worked as an attorney with the law firm Jones Day. In addition to managing commercial transactions and providing guidance on complex questions of law and policy, he proved deeply invested in education reform through collaborations with the State Bar of Georgia Diversity Program and the Young Professionals for Education Equity.

This passion for education developed during Hasan's tenure as an educator with Teach For America. While serving as a 7th grade Social Studies teacher, Hasan's commitment to student

achievement was highlighted by his development of individualized after-school ESL tutorial programs for non-native English speakers and his implementation of creative teaching methodologies to achieve over an 85% student pass rate for two consecutive years on the Georgia Criterion-Referenced Competency Test.

Hasan holds a Juris Doctor from the University of Pennsylvania Law School and a Bachelor of Arts in International Studies from Emory University.

Planning Process

-- Decision to Form Kingsman Academy

In October 2013, the Superior Court of the District of Columbia appointed Joshua Kern as Custodian and Receiver of Options PCS. Mr. Kern severed all ties between the previous management company and Options PCS, audited operations and academics with a strong focus on the education model, and downsized the student population to improve services.⁵⁹ In the summer of 2014, Mr. Kern appointed a new executive director and leadership team to implement key changes.

Under the direction of Executive Director Shannon Hodge, the School Leadership Team is committed to restarting Options PCS for the 2014-2015 school year and beyond. The School Leadership Team designed a therapeutic educational model based on the profiles of current Options PCS students and implemented programs to prepare students for careers and college. Effectively, the 2014-2015 school year serves as the Founding Group's planning year. To engage students who may have been disconnected from school, the Leadership Team has implemented new PBIS and advisory programs, CTE and elective courses, and after school programs. During a two-week professional development institute, employees were energized by the changes, especially the collaborative approach to providing services to students with disability and administrative support. The School Leadership Team is working to have transform Options PCS into a first-class model for its student population.

Options PCS students require and deserve a consistent, quality education with faculty and leaders dedicated to growth. When Options PCS ceases to exist, the need for a quality educational option for its students will not. The current Options PCS School Leadership Team is creating that option by building a strong culture of accountability and collaboration, with an emphasis on student learning and community morale.

The Founding Group decided to form Kingsman Academy Public PCS School after recognizing a need for a quality, "first choice" post-Options public PCS school serving students with behavioral and emotional disabilities, OU students, and students with truancy issues.

⁵⁹ Overview of Options PCS Intervention Plan

2. GOVERNANCE AND MANAGEMENT

a. Board of Trustees

Kingsman Academy will assemble a Board of Trustees between December 2014 and June 2015. Selected trustees should demonstrate a passion for education, uphold Kingsman Academy's mission statement and philosophy, and have expertise in a subjects related to the school's operation and academic functions, specifically special education, alternative education, school operations . The Board of Trustees will include two current Options PCS parents, one member of the Kingman Park/Kingsman School Community, and at least four additional members. A majority of the Trustees will be residents of the District of Columbia and the total number of members will be an odd number not exceeding 15.

The initial Board of Trustees shall include two parents of current Options PCS students, which will promote family engagement. Options PCS' Family Engagement Coordinator will nominate parents who are active members of the school community and who fulfill the requirements outlined above. If approved for a PCS, the Founding Group will announce transition plans through a school assembly, mail, or a newsletter. The announcement will include information about the Board of Trustees and request nominations. The Founding Group will identify other trustees through professional networks and board training programs, with a focus on recruiting professionals in academia, business, law, community relations, real estate, and fundraising. Founders of Kingsman Academy will be responsible for appointing five Board members. Board Members will receive performance expectations, Code of Ethics, bylaws and job descriptions. The Founding Board will assume responsibilities for recruiting and selecting additional Board members according to the bylaws.

Trustees will be encouraged to be active members of the Kingsman Academy community, visiting classes and attending special presentations and performances. This will not only enable them to connect with students, staff, and parents, but also to remain updated on the school's progress toward achieving its mission. Trustees will not have any prescribed student-related responsibilities nor will they have direct responsibility for evaluating staff, other than the Executive Director.

Rules and Policies

The Board of Trustees will hold the PCS and rely on strategic planning as well as thoughtful governance and oversight to ensure that the school's operations advance its mission. The Board will be responsible for developing and maintaining policies, appointing and evaluating the Executive Director, and maintaining financial oversight and fiduciary responsibility for the school. The Executive Director, to whom the Board will delegate management of the school, will report directly to the Board. The Board and Executive Director will work closely to ensure that the school is making progress toward achieving its goals and is responsive to the needs of students, staff, and parents.

The term of each trustee will be two years, beginning on July 1 of a given year. To provide for staggered expiration of trustees' terms, the trustees elected initially will have one- or two-year terms fixed by resolution of the Board of Trustees. Each trustee will hold office for the term for which he or she is elected and until his or her successor is elected and qualified.

The Board of Trustees will ordinarily hold an annual meeting in May of each year, although the 2015 annual meeting will likely take place in a different month. At the annual meeting, the Board will consider the election of trustees and the transaction of other business. The Board will also hold at least nine additional monthly meetings. All Board Meetings will be open to the public, and the Board will ensure that sufficient and advance notice of the time, date, and location of meetings is made public.

The Board of Trustees will appoint the following officers: President/Chairman of the Board, Vice-President/Vice-Chairman of the Board, Secretary, Treasurer, and other officers as the Board may choose to appoint. The Board shall also appoint the Executive Director. The Executive Director's *ex-officio* position on the Board will allow him or her to advise the Board and ensure that the school's governance is attuned to the needs of the school. The specific responsibilities of each office are included in the proposed bylaws in the Appendices. The Board may designate committees as outlined in the bylaws.

Before the initial meeting, the Board of Trustees will receive thorough training in the distinctions between governance and management and will be prepared to make decisions accordingly.

The Board of Trustees will adhere to a conflict of interest policy designed to protect the organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. The procedures for a potential conflict of interest are as follows:

- **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 deleted powers considering the proposed transaction or arrangement.
- **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.
- **Procedures for Addressing the Conflict of Interest:**

- 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.
- 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.
- After exercising due diligence, the governing board or committee shall determine whether the organization 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.
- 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 organization'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.

Administrative Structure

Kingsman Academy will adopt an administrative structure that promotes a culture of accountability and collaboration. The Executive Director will serve as the chief administrative official and school leader, providing overall leadership under the direction of the Board of Trustees and in collaboration with all stakeholders. The Chief of Staff serves as both an extension of the Executive Director and a key strategic advisor and problem solver for the Executive Director. The Chief of Staff provides operational assistance, leads key school improvement initiatives, supports deliverables of the leadership team, and ensures that school priority goals and expectations are clearly communicated to staff. The General Counsel provides advice and counsel to the Executive Director and entire leadership team on legal and policy issues.

To meet the needs of the target population, Kingsman Academy will have an organizational structure around the following departments:

- *Academic Wellness*, which coordinates academic and behavioral interventions and clinical services;
- *Accountability*, which handles all responsibilities related to reporting to state and local education agencies, such as attendance and standardized testing;

- *Journey Program*, an intensive, therapeutic program for students with severe behavioral disabilities;
- *Operations*, which is responsible for all non-academic functions, including facilities, custodial, security and food service functions;
- *Programs*, which coordinates extracurricular and co-curricular programs, including Career and Technical Education programs;
- *Special Education*, which handles all compliance-related special education issues;
- *Student Affairs*, which provides academic, career, and social/emotional services and supports for students;
- *Student Support Services*, which oversees the school's response-to-intervention, special education, and aligned related services programs; and
- *Teaching and Learning*, which is responsible for instructional and school-wide academic interventions.

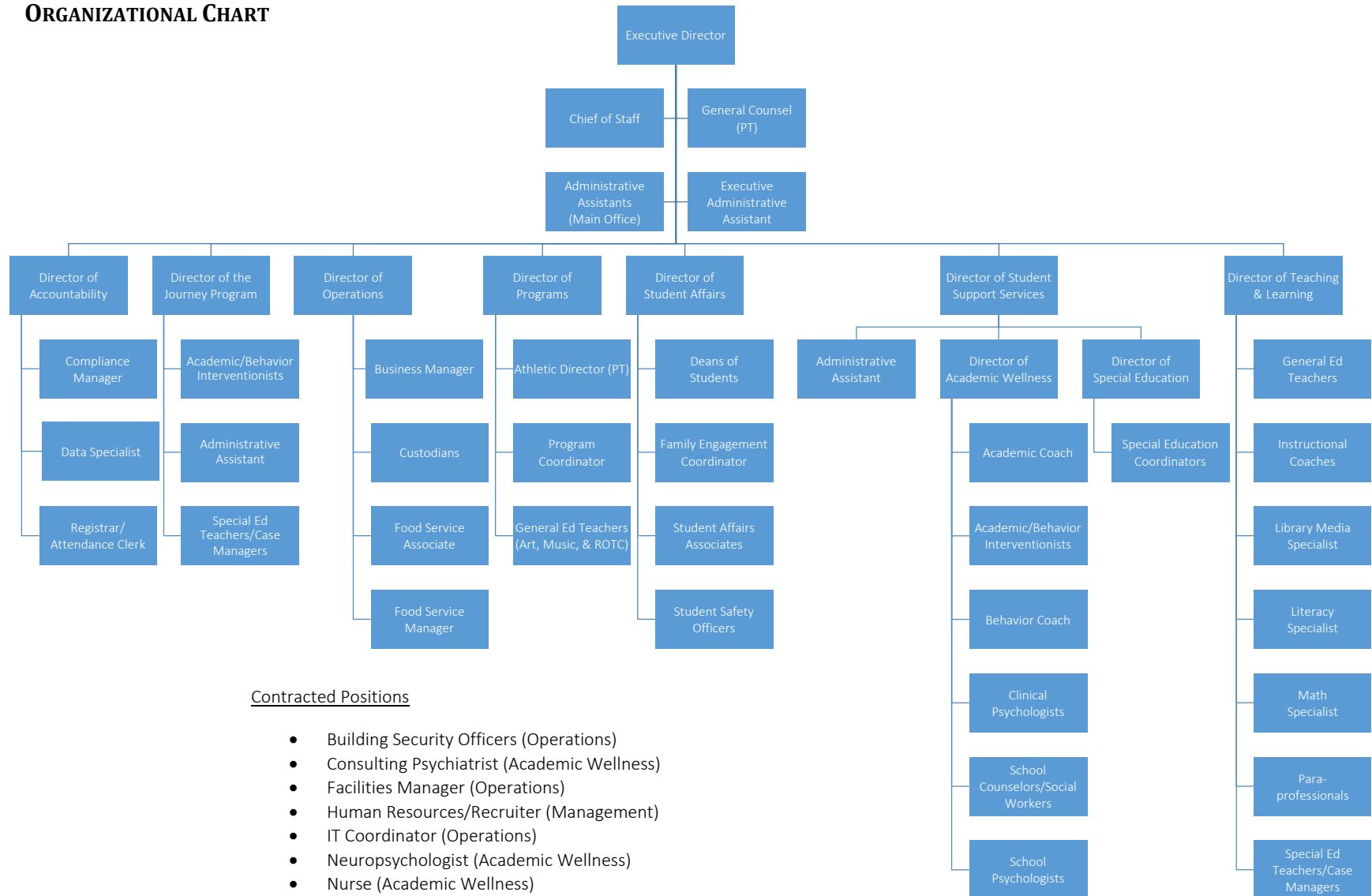
Each department will have a director who is a member of the School Leadership Team, which the Executive Director leads. The Chief of Staff and General Counsel are also members of the School Leadership Team, which will meet weekly to discuss school issues and finalize policies.

This structure is responsive to the diverse and distinct needs of the target population, and the Founding Group has placed a special emphasis on creating and implementing systems that encourage collaboration across departments.

All directors will maintain an open door policy, allowing staff and students to express their opinions on all decisions. The Family Engagement Coordinator will organize a Parent-Teacher Association, which provides ongoing input in school operations. Open houses will provide community members the opportunity to express their opinions. The Founding Group will hold focus groups throughout the planning year to receive feedback from staff, students, and parents on the administrative structure and school operations.

Kingsman Academy Public Charter School

ORGANIZATIONAL CHART



3. FINANCE

a. Anticipated Sources of Funds

Using school year 2014-2015 funding levels (foundation level per pupil = \$9,492), we anticipate receiving the following funds during the planning year and the first two years of operations:

	Planning Year	Year 1	Year 2
Per Pupil Allocation			
Grade 6 (Y1=15, Y2=20)		\$153,770	\$205,027
Grade 7 (Y1=25, Y2=25)		\$256,284	\$256,284
Grade 8 (Y1=30, Y2=30)		\$307,541	\$307,541
Grade 9 ((Y1=50,Y2=50)		\$579,012	\$579,012
Grade 10 (Y1=50, Y2=50)		\$ 579,012	\$579,012
Grade 11 (Y1=60, Y2=65)		\$694,814	\$752,716
Grade 12 (Y1=70, Y2=70)		\$810,617	\$810,617
Total Per Pupil Allocation		\$3,381,050	\$3,490,208
Special Education Allocation			
Level 1		\$55,243	\$55,243
Level 2		\$205,027	\$205,027
Level 3		\$504,879	\$523,579
Level 4		\$4,770,300	\$4,935,935
Special Education Capacity		\$740,376	\$763,157
Total Special Education Allocation		\$6,275,826	\$6,482,941
Special Ed Compliance		\$292,449	\$301,447
At-Risk Students		\$480,249	\$496,881
Special Education Add-ons (ESY)			
Level 1 ESY (Y1, Y2=1)		\$598	\$598
Level 2 ESY (Y1, Y2=1)		\$2,155	\$2,155
Level 3 ESY (Y1, Y2=3)		\$13,982	\$13,982
Level 4 ESY (Y1, Y2=25)		\$ 116,040	\$116,040
Subtotal for ESY		\$132,774	\$132,774
Facilities Allowance (Y1=300, Y2=310)		\$921,600	\$952,320
Total Per Pupil		\$11,483,948	\$11,856,572
Other Public Revenue			
Federal Entitlements	\$150,000	\$150,000	\$150,000
National Food Program			
Total Other Public Revenue			

Based on current enrollment at Options PCS, the Founding Group anticipates meeting the funding goals. As shown in the above table, revenues for the first two years of operations rely entirely on District and federal entitlement funding. Based on our enrollment goals, for the first year of operations, we project District funding to be \$11,483,948, which includes per pupil revenues for grades six through twelve of \$3,381,050; facilities revenues of \$921,600; and a special education allocation of \$6,275,826. The Year 1 revenues also include \$150,000 in Title V.b funding for which we will submit an application. (Title V.b funding of \$150,000 is the only funding in our budget for the Planning Year.)

In the event that District and federal funds for per pupil allocation are not available as early as expected or are lower than expected, Kingsman Academy may reduce staff numbers, merge leadership positions, or review all expense items to determine other cost-saving measures.

Kingsman Academy's main budget goals were to facilitate high-quality programming and to generate surplus revenues each year. As detailed in the five-year budget section, we project accumulating modest surplus revenues in spite of significant personnel costs.

Planned Fundraising Efforts

In its first few years, Kingsman Academy will prioritize operating within the funding provided by the District and federal entitlements. We will apply, however, in a timely manner for all federal monies for which our student population is eligible. We will ask our Board of Trustees to develop a fundraising strategy that is appropriate to our school mission and student population. Potential funders might include the Walton Family Foundation (startup PCS grant), the Annie E. Casey Foundation (disadvantaged children and families), the Ford Foundation (educational access and inclusion), the Mott Foundation (education in low-income areas), the Louis and Richard England Foundation (after-school programs), and Mattel Children's Program (innovative programs for children in need).

Anticipated Financial Outlays

-- Planning Year

Because the Kingsman Academy Founding Group is currently working together with a student population nearly identical to the target population, the costs associated with the planning year are limited. Primarily, the planning year's expenses will be targeted on purchasing student textbooks and materials that are aligned with the proposed curriculum.

-- Two-Year Operating Budget

To achieve its mission, Kingsman Academy will rely on a large number of professional staff, including clinicians and specialists. As a result, substantial resources will be expended on personnel, including contracted related service providers. In year 1, Kingsman Academy will spend approximately \$9 million on personnel salaries and benefits, including nearly \$3 million on teachers and \$2.7 million on other education professionals. These numbers are based on current personnel costs at Options PCS and are variable based on the number of students.

In addition, because lack or inconvenience of transportation can serve as a deterrent to attending school for some students, the budget includes a \$300,000 estimate for daily bus transportation for Kingsman Academy students. This estimate is based on current transportation costs at Options PCS.

In the event that financial outlays are higher than expected for specific programs, Kingsman Academy will reduce the staff, while attempting to minimize the direct impact on students.

-- Revenues

- Public Funding from the UPSFF (foundation-level) is 93.6% of total school revenue in Year 1.
- The Founding Group modeled a 3% annual increase in the foundation-level funding formula for all operation years 3 through 5. Special education enrollment is estimated at 65%, broken down as follows: 2% Level 1, 6% Level 2, 9% Level 3, and 48% Level 4. The at-risk percentage was based on the population of Options PCS designated as “at-risk” during the 2014-2015 school year.
- Federal revenues are estimated at 5.6% of total revenues, with an estimated \$150,000 from Title V-b for the Initial Implementation-Year 1 phase of the three-year grant. The remaining federal entitlement are for Title I, Title II, IDEA, and National Lunch Program revenues. The funding rates were based on Options PCS figures for the 2014-2015 school year.
- Other income includes revenue received for JROTC instructors and \$18,000 in Erate grant income.

-- Expenses

- Calculations for all expenses based on Options PCS budget for 2014-2015 school year.
- All expenses include 3% annual cost-of-living/inflation increases for Years 1-5.

- Principal/Executive Salary includes expenses related the Executive Director and all Directors.
- Teachers Salaries: 48 general education, special education, and CTE teachers
- Teacher Aides/Assistance: 3 Paraprofessionals, 7 Academic/Behavior Intterventionists
- Other Education Professional Salaries: 6 Clinicians, 2 Specialists, 2 Coaches, 1 Library Media Specialist, 1 Academic Coach, 1 Behavior Coach, 1 Program Coordinator, 4 Deans Of Students, 3 Student Affairs Associates, 1 Family Engagement Coordinator, 4 Special Education Coordinators
- Business/Operations Salaries: Food service staff, security
- Clerical Salaries: 5 Administrative Assistants
- Custodial Salaries: 2 Custodians
- Other Staff Salaries: 8 Student Safety Officers
- Employee Benefits: FICA taxes of 7.65%, DC unemployment insurance of 2.9% of the first \$9,000 in each employee's salaries. All staff who work at least 30 hours are eligible for beenfts including health, dental, retirement, life and disability, and a 401(k)
- Contracted Staff: Included as a contingency for staffing shortage
- Staff Development: Ensuring that the staff understand the target population and the best practices that work with them is a crucial component of achieving Kingsman Academy's mission.
- Direct Student Expenses: Includes textbooks, student supplies, library materials, uniforms, instructional equipment, computers, student assessment, and classroom furnishings, as well as the cost of related services and student transportation.
- Occupancy Expenses: Kingsman Academy anticipates assuming the mortgage of Options PCS and has included those costs in the budget.
- Office Expenses: primarily represents expenses that support the business operations of the school, such as office supplies and equipment, printing, and legal, accounting, and payroll services.

- General Expenses: Cost of insurance, faculty travel, food service fees, and authorizer fees.

-- Capital Budget

- The school plans to capitalize several assets during its first two years of operation. Capital expenditure is budgeted in three categories: computers and materials, classroom furnishings and supplies, and office furnishings and equipment.
- Computers/laptops and tablets includes the cost of student and student computers, laptops, tablets, and peripherals.
- Classroom furnishings and supplies includes the cost of classroom furnishing, including student and staff desks and chairs.
- Office furnishings and equipment includes the cost of non-classroom furniture, such as office desks and chairs.

Financial Management and Accounting

Kingsman Academy will establish and maintain its financial records on an accrual basis in accordance with generally accepted accounting principles. The Executive Director, Director of Operations, and a subcommittee of the Board of Trustees will establish financial policies and procedures that establish strong internal controls, including those that the staff and Board of Trustees must follow. The financial policies and procedures will cover the following: payment of invoices and expenditures; check signing procedures; deposits; budgeting; fiscal review; internal control over receipts; internal controls over disbursements; grant funds; financial reporting; record retention; and procurement.

The Board of Trustees will be responsible for oversight of fiscal integrity, and the Director of Operations will be responsible for implementing financial controls on a day-to-day basis. For accounting and financial reporting, Kingsman Academy will issue a request for proposals. The Executive Director and Director of Operations will collaborate to ensure that Kingsman Academy follows District procurement requirements.

To ensure availability of cash throughout the year, Kingsman Academy will actively manage our cash flow position and receive regular updates on monthly cash flow. Kingsman Academy's cash flow strategy will include actively managing accounts receivable.

Civil Liability and Insurance

Kingsman Academy will offer at least the following recommended levels of coverage:

Type	Estimated Amount
General Liability	\$1,000,000 per occurrence, \$2,000,000 aggregate
Director and Officers Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
Student Accident	Per student basis
Umbrella Coverage	\$3,000,000
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate or actual loss)
Auto Liability	\$1,000,000
Workers Compensation	As required by law

Provision for Audit

Kingsman Academy will issue a request for proposals from PCSB-approved auditors to audit the school's financial records in accordance with Generally Accepted Government Auditing Standards. Kingsman Academy will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a

copy will be submitted to the PCSB in accordance with published deadlines. The audit expenses set forth in the budget are based on actual audit expenses incurred by Options PCS.

4. FACILITIES

a. Identification of a Site

On August 12, 2014, the Court-Appointed Receiver and Custodian of Options PCS released a RFP for a qualified education or youth services operator to assume responsibility of Options PCS. The selected operator would assume Options PCS' assets, including the school building and finances. Kingsman Academy submitted a letter of intent to operate Options PCS. If selected, Kingsman Academy anticipates its facility being the current Options PCS facility.

Options PCS owns the facility located at 1375 E. Street NE, Washington, DC in Ward 6. The 75,000 square footage building has a one-thousand person occupancy limit and includes approximately 45 classrooms, a gym, cafeteria, library, three science labs, a computer lab, and an outside basketball court. The building includes a ramp and elevator that allows students, personnel, and visitors with limited mobility to access all floors within the school.

The west corridor located on the first floor will be used for vocational programs as it includes kitchen classroom, cosmetology room, music room, and four large classrooms. Clinical services will be placed in the fourth floor suite, which includes a common area, 6 offices, and a bathroom. The fourth floor suite allows students with IEPs to receive supportive services in a safe, comfortable environment. The middle school may be housed on the first floor and high school will be dispersed throughout the second and third floors.

All entrances require a building access card to enter, promoting student safety and reducing the probability that a student exits the school without permission. Kingsman Academy will serve a wide range of grades and as such, will require middle school, high school, and Journey Program students to enter the building through separate doors.

In June 2014, Options PCS released a response for proposal for building maintenance. The appendix identifies all necessary renovations and expenses that will be performed prior to the beginning of the 2016 school year. Repair of the roof is one of the major required projects.

If the facility at 1375 E Street NE is not available, Kingsman Academy will work with an organization to help identify and security a site in Wards 6, 7, or 8..

Financial Plans for Facilities

Kingsman Academy would seek to assume the mortgage on the 1375 E Street NE building from Options PCS. If necessary, Kingsman Academy would also seek a line of credit to begin to establish a credit history to bolster the school's efforts.

Building Maintenance

Kingsman Academy will hire a full-time facilities engineer to ensure that the school complies with applicable codes and continuously meets applicable standards. The facilities engineer will also ensure that the school is adequately prepared for all required inspections. Kingsman Academy will issue an RFP for a janitorial service to clean the school nightly and for special occasions.

1. STUDENT POLICIES AND PROCEDURES

Kingsman Academy will not participate in the My School DC lottery. Given our mission and educational model, the citywide lottery is very early given the type of outreach required to reach our target population. Furthermore, the lottery targets students who are seeking traditional programs, and it is crucial that prospective Kingsman Academy students understand the educational environment. Using our own recruitment process will allow Kingsman Academy to have targeted interactions with the families of students who most need Kingsman Academy.

Enrollment Schedule	
Activity	Due Date
Re-enrollment packets released	January 15
Enrollment packets released	February 1
Application deadline	April 1
Enrollment forms submitted and acceptance letters mailed	May 1
Expiration of waitlist*	November 1

Kingsman Academy will have separate enrollment release dates for returning and new students. Enrollment packets will be released in January and new enrollment applications will be released in early February, to coincide with the My School DC Common application. Students will be accepted on an ongoing basis until grade level capacity is reached. Applicants will be added to the waitlist once grade level capacity seats are filled. Waitlist applicants will be notified by mail and phone if a grade level seat becomes available. The waitlist will expire on October 5. Because students with behavioral problems or unmet education needs often exit District public and PCS schools following Count Day, Kingsman Academy will accept new students after October 5 if seats are available in the appropriate grade level and if total enrollment is below 90% of capacity. Kingsman Academy will prioritize enrollment of sixth through eleventh grade students. We will not accept seniors after November 1 of their expected graduation year.

a. Policies and Procedures for Enrollment and Withdrawal of Students

Kingsman Academy is an open-enrollment PCS school. Grade level enrollment caps will be established to ensure long-term sustainability of school operations. All students who apply will be permitted to enroll if they meet all requirements and submit all necessary materials, which are listed below:

- Completed and signed registration package

- Proof of Residency
- Transcripts from previous schools
- Up-to-date immunization records

Kingsman Academy will respect the decision of any guardian who decides to withdraw his/her student. Given our target population, Kingsman Academy will require the guardian to complete and sign a withdrawal school. Additionally, the withdrawal form must be signed by the registrar at the new school, ensuring that the student's IEP, transcript, medical files and any other requested information follow the student.

b. Students with Disabilities

Kingsman Academy will provide a progressive and seamless special education service delivery system guided by a manual that identifies special educator roles and responsibilities, performance standards and measures, and documentation requirements. The service delivery model incorporates two key concepts: case management and integrated service delivery.

Providing a seamless special education service delivery system begins at enrollment. If student enrolls but does not have an IEP and there is a possibility that the student has a disability, the Director of Special Education will send out a "Letter of Invitation" stating requesting a meeting to determine if the child is eligible for special education services. At the meeting, the parent and Kingsman Academy team will discuss academic, behavior, and emotional concerns. Meeting participants may include the student, the parent/guardian, a special education teacher, a general education teacher, and an evaluator to explain the testing process. If the parent consents to an initial evaluation, the school must complete the appropriate tests within the timeframes required by federal and District law. Tests may include a psycho-educational evaluation and speech language evaluation. The entire team will review the results to determine whether the student has a disability. If the student has a disability, Kingsman Academy will provide evaluations, assessments, classroom observations, and, if appropriate, Functional Behavioral Assessments, to help the multidisciplinary team determine the appropriate least restrictive environment for the student.

As discussed throughout Section B.3, Kingsman Academy will have a full continuum of placements for students with disabilities, including the Journey Program (for students with severe emotional disabilities) and the Voyager Program (for students with intellectual disabilities).

Kingsman Academy will comply with all necessary and local requirements of the Individuals with Disabilities Education Act for students with IEPs and 504 plans, including the transfer of rights and transition planning.

Kingsman Academy will also identify students who require Section 504 plans due a physical or mental impairment that substantially limits one or more major life activity. Students with medical needs (e.g, pregnancy, severe asthma) such plans.

The Department of Academic Wellness is responsible for implementing a Child Find system, which includes a three-tiered academic RTI system. The work will be guided the Academic Wellness manual.

c. English Language Learners

Kingsman Academy will administer a home language survey to all new and returning students at the time of enrollment. If the home language survey indicates that a language other than English is spoken at home, then Kingsman Academy will arrange for a qualified staff member or contractor to administer the WIDA ACCESS Placement Result (W-APT). Students who below the cutoff point on the W-APT will be classified as English Language Learners and will receive appropriate services.

Kingsman Academy values parent involvement in the students' academic and social wellbeing, as well as the decision-making process of the school. Kingsman Academy will adhere to all policies identified in the "Parent Engagement" section and will translate materials at least one major foreign language.

Kingsman Academy will abide by state policy and regulations regarding the testing requirements, frequency, and reporting for English Language Learners.

2. **HUMAN RESOURCE INFORMATION**

a. Qualifications of Key Leadership and School Staff

Kingsman Academy will offer a full, therapeutic educational model. To effectively implement a therapeutic model and fulfill our mission, Kingsman Academy will hire a large staff to keep adult-to-student ratios low. The Executive Director will serve as the head of Kingsman Academy and each branch of the organization will be led by directors of distinctive departments, promoting a culture of accountability and collaboration.

Key leadership positions include the Executive Director, Chief of Staff, Director of Accountability, Director of the Journey Program, Director of Operations, Director of Programs, Director of Student Affairs, Director of Student Support Services, Director of Academic Wellness, Director of Special Education, and the Director of Teaching and Learning. Job descriptions and responsibilities for each role are listed below:

- The **Executive Director** leads, manages and oversees all functions of Kingsman Academy, including the academic program; student support services; performance data and accountability; local, state and federal reporting and compliance requirements; budget and finance; staff recruiting and talent

development; school office operations; and community relations and facilities management. The Executive Director will manage all members of the School Leadership Team.

Qualifications

- Excellent organizational, project management, and time management skills
 - Exceptional ability to multitask
 - Strong critical thinking and problem-solving skills
 - Ability to plan strategically
 - Exceptional verbal and written communication skills, with ability to communicate well with diverse constituents and staff
 - Excellent people manager
 - Demonstrated resourcefulness in setting priorities and guiding decisions involving system structures
 - Commitment to accountability and data-driven decision making
 - Personal qualities of integrity, credibility, and commitment to the mission of Kingsman Academy
- The **Director of Academic Wellness** is responsible for ensuring that students' learning benefits from delivery of exemplary clinical services. The Director of Academic Wellness reports to the Director of Student Support Services and supervises a team of clinical service providers, including in-house and contracted staff.

Qualifications

- Master's degree in social work, psychology, or related field required; doctorate preferred
- Minimum of three years clinical experience, with two years administrative experience practicing in an urban or alternative school setting serving students with cognitive, emotional, and behavioral challenges

- Licensed by the District of Columbia in the respective field (e.g., Psychologist, Licensed Independent Clinical Social Worker) required
- Strong leader capable of overseeing, motivating, and supporting a team of professional providers
- Energetic, flexible, creative, and innovative individual who possesses the ability to oversee and support the delivery of integrated clinical services to a diverse population of students with a variety of clinical needs
- Able to develop strengths-based assessment, evaluation, and service delivery plans to enhance learning for students with disabilities
- Ability to function as an equal member of a multi-disciplinary team
- High-quality clinical service delivery/intervention, crisis management and evaluation skills and an understanding of how these components support student learning
- Ability to work collaboratively with other leaders to help build a stimulating, safe, and appropriate educational environment where students develop the cognitive, social, emotional, and behavioral skills and resources they need for post-secondary success
- Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
- Capability to effectively build, develop, and maintain strong relationships with staff, teachers, parents, students, and community stakeholders
- Positive attitude, enthusiasm, self-confidence, and flexibility
- Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Excellent written, verbal communication, and presentation skills with keen attention to detail
- Strong commitment to urban education and the mission of Kingsman Academy

- The **Director of Accountability** oversees all aspects of data management and compliance. The Director will be responsible for ensuring Kingsman Academy is in compliance with all federal and local grant-related regulations, that data are submitted to the authorizer and State Education Agency in a timely manner, and that Kingsman Academy Leadership Team has access to the information needed to make data driven decisions.

Qualifications

- Bachelor's degree required; master's degree preferred
 - Demonstrated success adhering to deadlines
 - Ability to analyze complex data
 - Demonstrated ability to effectively present information and respond to questions from administrators, faculty, staff, students, parents, and other stakeholders
 - Ability to give constructive feedback to facilitate student and adult growth and achievement
 - Excellent organizational and time management skills
 - Comfort with basic computer software including Microsoft Word, Excel, and PowerPoint
 - Familiarity with student information systems or other data systems
 - Strong commitment to urban education and the mission of Kingsman Academy PCS
 - Familiarity with D.C. education standards and PCS school compliance requirements a plus
- The **Director of the Journey Program** is responsible for ensuring that students in the Journey Program learn in a structured safe haven, with the goal transitioning back to the general education setting. The Journey Program Coordinator reports to the Director of Special Education and coordinates the work of a team of special educators, clinical service providers, and academic/behavioral support staff.

Qualifications

- Master's degree in special education, educational administration, social work, psychology, or related field preferred
 - Minimum of three years administrative experience in an urban or alternative school setting serving students with cognitive, emotional, and behavioral challenges
 - Collaborative leader capable of coordinating, motivating, and supporting a team of educators, related services providers, and support specialists
 - Ability to work collaboratively with other leaders to help build a stimulating, safe, and appropriate educational environment where students develop the cognitive, social, emotional, and behavioral skills and resources they need for post-secondary success
 - Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
 - Capability to effectively build, develop, and maintain strong relationships with staff, teachers, parents, students, and community stakeholders
 - Positive attitude, enthusiasm, self-confidence, and flexibility
 - Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
 - Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
 - Excellent written, verbal communication, and presentation skills with keen attention to detail
 - Strong commitment to urban education and the mission of Kingsman Academy
- The **Director of Operations** reports directly to the Executive Director and oversees non-academic functions of Kingsman Academy including human resources and talent management, information and technology systems, facilities, custodial, security and food service functions of the organization. The Director of Operations will identify gaps and institute process improvements to ensure efficient and effective systems across all areas of the organization.

Qualifications

- Bachelor's degree required, MBA or master's degree in related field preferred
 - Demonstrated ability to develop, implement, and manage business systems and processes to support a multi-million dollar organization, ideally in a senior leadership role for at least three years
 - Demonstrated comfort in IT management
 - Excellent organizational, project management, and time management skills
 - Exceptional ability to multitask
 - Strong critical thinking and problem-solving skills
 - Ability to plan strategically
 - Exceptional verbal and written communication skills, with ability to communicate well with diverse constituents and staff
 - Excellent people manager
 - Demonstrated resourcefulness in setting priorities and guiding decisions involving system structures
 - Commitment to accountability and data-driven decision making
 - Personal qualities of integrity, credibility, and commitment to the mission of Kingsman Academy
- The **Director of Programs** will develop and implement high-quality supplemental enrichment opportunities that meet the needs and interests of students at Kingsman Academy. The Director of Programs will report directly to the Executive Director and will oversee all aspects of the school's extracurricular and co-curricular programming, career and technical education, college and post-secondary preparatory programs, and community partnerships.

Qualifications

- Bachelor's degree required, master's degree preferred

- At least two years of management experience leading adults or overseeing youth development programs
- Demonstrated ability to develop community connections
- Commitment to asset-based youth development and a deep understanding of the challenges of low-income, urban populations; student with disabilities; and underrepresented communities
- Commitment to data-driven decision making
- Ability to handle calmly and efficiently situations ranging from routine to emergency
- A positive attitude, enthusiasm, self-confidence, and flexibility
- Ability to self-direct, prioritize among competing goals, and drive results in a fast-paced environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Excellent written and verbal communication skills, as well as presentation skills, with keen attention to detail
- Strong commitment to urban education and the mission of Kingsman Academy
- The **Director of Special Education** leads special education services and supports at Kingsman Academy and serves as a key member of the Leadership Team.

Qualifications

- Special Education Standard Certification in Washington, D.C.
- Master's degree in Special Education, Administration, or related field preferred
- Seasoned special education leader, with three to five years of experience working in an urban education system
- Experience working in a school setting serving large numbers of students with IEPs, with a range of disabilities including more severe learning, intellectual, and emotional disabilities

- Strong management skills, with the ability to motivate and develop a diverse group of educators
 - Ability to lead the development of a stimulating, safe, and appropriate educational environment where students have the opportunity to develop cognitive, social, emotional, and physical skills
 - Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
 - Capability to effectively build, develop and maintain strong relationships with staff, teachers, parents, students, and community stakeholders
 - Positive attitude, enthusiasm, self-confidence, and flexibility
 - Ability to self-direct, prioritize among competing goals, and drive results in a fast-paced environment
 - Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
 - Excellent written and verbal communication skills, as well as presentation skills, with keen attention to detail
 - Strong commitment to urban education and the mission of Kingsman Academy
- The **Director of Student Affairs** oversees the Student Affairs Department, which provides academic, career, and social/emotional services and supports for all students at Kingsman Academy. The Director is responsible for developing and overseeing the implementation of policies and programs to address matters related to school culture, student behavior, and student life. The Director serves as an essential member of the school leadership team and reports to the Executive Director.

Qualifications

- Bachelor's degree required; master's degree in education, counseling, social work, or related field preferred
- Skilled leader with the ability to motivate and develop a diverse group of educators

- Leadership experience in an urban school setting
 - Ability to lead the development of a stimulating, safe, and appropriate educational environment where students have the opportunity to develop the cognitive, social, emotional, and behavioral skills and resources they need for post-secondary success
 - Demonstrated success developing and implementing systems to address students' academic, social, and emotional needs
 - Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
 - Capability to effectively build, develop, and maintain strong relationships with staff, teachers, parents, students, and community stakeholders
 - A positive attitude, enthusiasm, self-confidence, and flexibility
 - Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
 - Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
 - Excellent written, verbal communication, and presentation skills with keen attention to detail
 - Strong commitment to urban education and the mission of Kingsman Academy
- The **Director of Student Support Services** is responsible for ensuring that all students reach their individualized and rigorous goals by overseeing the school's response-to-intervention (RTI), special education, and aligned related services programs. The Director of Student Support Services reports to the Executive Director and supervises the Director of Special Education and the Director of Academic Wellness.

Qualifications

- Master's degree in education (preferably in special education), counseling, social work, or a related field required

- A minimum of five years of leadership experience in an urban school setting
- Deep understanding of special education, clinical and other related services, and RTI or multi-tiered system of supports (MTSS) problem-solving frameworks
- Demonstrated success developing and implementing tiered intervention systems to improve students' behavioral and academic outcomes
- Commitment to integrated service delivery and the importance of interdisciplinary collaboration and multi-disciplinary teaming
- Demonstrated knowledge of policies, procedures, goals, and laws related to the provision of special education, clinical, and related services
- Skilled leader with the ability to motivate and develop a diverse group of educators
- Ability to lead the development of a stimulating, safe, and appropriate educational environment where students develop the cognitive, social, emotional, and behavioral skills and resources they need for post-secondary success
- Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
- Capability to effectively build, develop, and maintain strong relationships with staff, teachers, parents, students, and community stakeholders
- A positive attitude, enthusiasm, self-confidence, and flexibility
- Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Excellent written, verbal communication, and presentation skills with keen attention to detail
- Strong commitment to urban education and the mission of Kingsman Academy

- The **Director of Teaching and Learning** assumes responsibility for student achievement and create that expectation for all school staff and faculty by leading a dynamic professional learning community that embraces accountability and outstanding student results. The Director of Teaching and Learning reports to the Executive Director.

Qualifications

- Master's degree in special education, educational administration, or other related field (required)
- Experience working in secondary urban school settings, preferably with students with a wide range of learning, behavioral, and emotional challenges
- Three to five years of teaching experience required
- Administrative and supervisory experience
- Strong knowledge of curriculum and instruction, assessment, administration and supervision
- Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
- Strong management skills, with the ability to motivate and develop a diverse group of educators
- Capability to effectively build, develop, and maintain strong relationships with school leaders, staff, teachers, parents, students, and community stakeholders
- Ability to create systems to track relevant data
- A positive attitude, enthusiasm, self-confidence, and flexibility
- Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment

- Excellent written, verbal communication, and presentation skills with keen attention to detail
- Strong commitment to urban education and the mission of Kingsman Academy
- **Teachers** will report to and are supervised by the Director of Teaching and Instruction. Teachers are evaluated by formal and informal evaluations and according to the performance rubric used for all instructional staff members. Teachers will:
 - Implement curriculum.
 - Assess student learning in daily lessons, formative and summative assessments.
 - Use individual student data and unique learning needs to design differentiated lesson plans.
 - Modify instruction in order to effectively address student academic needs.
 - Communicate with students, parents, student advisors and student support service providers to ensure that student are on-track in their learning and making progress towards goals.
 - Serve as an Advisor to a small group of students, ensuring their success in and outside the classroom. Participate in all professional development sessions and trainings related to Advisory.
 - Follow all guidelines outlined in the *Faculty & Staff Handbook* and the *Personnel Policy Manual*.
 - Perform other appropriate responsibilities of a professional staff member at Kingsman Academy.

Qualifications:

- Applicants should be passionate and energetic and possess a willingness to do “whatever it takes” to support student achievement.
- Applicants should possess a belief that all students can achieve excellence, including students from under-served communities or with specialized learning needs.

- Candidates must meet state requirements to achieve “Highly Qualified” (HQ) status under the No Child Left Behind (NCLB) federal law including holding at least a B.A. / B.S. in a related field.
- Candidates with prior teaching experience and/or certification are strongly encouraged to apply.
- **Deans of Students** report to the Director of Student Affairs and holds a leadership position at the school. The Deans of Students administer matters related to student life, student discipline, college and career planning and community affairs.
- The **Family Engagement Coordinator** promotes positive relationships and effective communications with families. This Coordinator provides relevant training and information for families and seeks to engage families in the life of the school.
- **Student Affairs Associates** will support the functions of the Student Affairs team in providing academic and behavioral support for all students. The Student Affairs Associate works closely with the Dean of Students to ensure that the office functions effectively to address student needs.
- The **Behavior Coach** collaborates with clinical staff develop effective Behavior Intervention Plans.
- The **Academic Coach** is responsible for working in collaboration with students, teachers, related service providers and paraprofessionals to provide academic coaching support. The Academic Coach is a part of the Student Support Services team and reports directly to the Director of Academic Wellness.
- **Academic/Behavior Interventionists** works with Kingsman Academy staff, students, and parents to provide leadership and direction for a tiered system of school-wide academic and behavior supports to ensure a safe, respectful, and positive learning community. The Academic/Behavior Interventionists report to the Director of Student Support Services.
- **Clinical Psychologists** are responsible for administering comprehensive psychological and clinical testing, as well as submitting and interpreting written evaluations; they also serve as consulting and core members of individualized education program (IEP) teams and provide direct mental health services to Kingsman Academy students.

- **School Psychologists** administer psycho-educational evaluations, and submit and interpret written evaluation results. School Psychologists also serve as core members of individualized education program (IEP) teams and provide direct mental health services to students. School Psychologists are part of the Student Support Services Team and report to the Director of Academic Wellness.
- **School Social Worker/ School Counselors** provide support to students and their families through individual and small group counseling services, classroom-based interventions to support learning, home visits, and crisis counseling as needed. Social Workers and School Counselors are members of the Student Support Services Team and report to the Director of Academic Wellness.
- **Special Education Coordinators** serve as the primary contacts for special education matters for case managers and students assigned to their caseloads. Special Education Coordinators report directly to the Director of Special Education.
- **Instructional Coaches** provide coaching and mentoring support to classroom teachers, work with teachers to create and implement professional learning plans, and use classroom observation data and student learning data to continually improve teachers' effectiveness.
- **Math/Literacy Specialists** work with the Teaching and Learning Department to design, implement, and continually improve Tier 3 reading and writing interventions to support student success and boost academic achievement. Math and Literacy Specialists—report to the Directors of Teaching and Learning.

Most of the leadership positions have been filled, with the exception of the Director of Operations. The Interim Director of Operations at Options PCS, Carolyn Frezzell, has been instrumental in developing the PCS application. To fill the position during the 2014-15 school year, the Options School Leadership Team will post the position and interview qualified candidates.

Kingsman Academy is dedicated to offering competitive salaries to qualified candidates to help attract dedicated individuals of the highest caliber.

b. Staffing Plan

Kingsman Academy is dedicated to offering competitive salaries to qualified candidates to help attract dedicated individuals of the highest caliber. We will adopt the District of Columbia Public School salary schedule, attracting both public and PCS school teachers. Positions at Kingsman Academy will be posted to various employment boards, including the

PCSB website, Idealist.org, DC Teaching Fellows, Teach for America, job sites for local universities, and Teacher-to-teacher.org.

Kingsman Academy will employ approximately 105 staff members, excluding the leadership team. As indicated by the organization structure on page, staff is organized by department. The following chart indicates anticipated staff, number of positions, contractors, and whether the position serves English Language Learners or students with disabilities:

Department	Position
Academic Wellness	<ul style="list-style-type: none"> • Academic/Behavior Interventionists – 7* • Academic Coach – 1* • Behavior Coach – 1* • Clinical Psychologist – 1* • Occupational Therapist – 1* • School Counselor/Social Worker – 3* • School Nurse – 1 (contractor) • School Psychologist – 1*
Accountability	<ul style="list-style-type: none"> • Data Specialist – 1 • Registrar/Attendance Clerk – 1
Journey Program	<ul style="list-style-type: none"> • Administrative Assistant – 1 • Special Education Teacher – 4*
Management	<ul style="list-style-type: none"> • Administrative Assistant – 2 • Executive Administrative Assistant – 1 • General Counsel – 1
Operations	<ul style="list-style-type: none"> • Food Service Associate – 1 • Food Service Coordinator – 1 • Custodian – 1 • IT Coordinator – 1 (contractor)
Programs	<ul style="list-style-type: none"> • Art, Music Teachers – 2* • Athletic Director – 0.5 • CTE Teachers – 3* • Junior ROTC Instructors – 2* • Program Coordinator – 1*
Special Education	<ul style="list-style-type: none"> • Special Education Coordinator – 4*
Student Affairs	<ul style="list-style-type: none"> • Deans of Students – 4* • Family Engagement Coordinator – 1* • Student Affairs Associate – 3* • Student Safety Officer – 8*
Teaching & Learning	<ul style="list-style-type: none"> • General Education Teachers – 25* • Instructional Coach – 2 • Library Media Specialist – 1* • Literacy Specialist – 1 • Mathematics Specialist – 1

Department	Position
	<ul style="list-style-type: none"> • Special Education Teachers – 12*
* Staff who directly serve students with disabilities and English Language Learners	

High teacher retention is critical to the success of Kingsman Academy because the school's target population is students who require additional support to succeed academically. This population of students requires consistent teachers, teachers who recognize student growth from 6 through 12th grade and who can continuously uphold Kingsman Academy's core values. Teacher retention will be encouraged through administrative support, professional development, and leadership opportunities. Kingsman Academy will have a strong organizational structure, with policies and procedures established at the leadership level. A structured environment allows teachers to focus on instruction and creativity. Teachers understand that the administration supports decisions, such as the assignment of homework and discipline. Teachers will receive professional growth through bi-weekly professional development, tuition reimbursement for graduate courses related to their subject, and financial assistance for conferences and trainings. Instructors will be encouraged to take on leadership positions such as leading an extracurricular activity, improving the curriculum when necessary, and identify school-wide improvements.

Kingsman Academy will become an institution recognized for its special education program. The school will offer teacher preparation and classroom observation programs as we build our capacity to serve the District of Columbia. The teacher preparation program will place college and graduate students majoring in special education in classes with high performing teachers. Principals, administrators, and special education personnel will be encouraged to attend classes at Kingsman Academy. In addition, Kingsman Academy may partner with universities in the District for the placement of student teachers.

c. Employment Policies

Kingsman Academy is dedicated to offering competitive salaries to qualified candidates. Directors will be offered a competitive salary commensurate with experience. Regular full-time employees are eligible for Kingsman Academy full benefit package which includes Paid Time Off (PTO) days, a retirement plan, and health, mental and dental insurance. Part-time will receive all benefits offered to full-time employees as long as they work enough hours to be eligible to participate in plans the schools maintain with the providers. Temporary or seasonal employees will receive all legally mandated benefits such as workers' compensation benefits and Social Security.

All employees must submit an application, resume, negative tuberculosis skin test, and if applicable, transcripts. Kingsman Academy will perform background checks on all employees and require a 90 calendar day introductory period.

It is the policy of Kingsman Academy that all employment is at-will and either Kingsman Academy or the employee may terminate the employment relationship with or without cause at any time and for any reason. Employees should give as much advance notice as possible if they plan to leave their positions at Kingsman Academy. Kingsman Academy may terminate an employee For Cause based on, among other factors, an individual's inability to attain the required level of performance in the job, failure to comply with required policies or standards of professional behavior applicable to employment, or repeated failure to perform required duties. Upon termination of employment, employees will receive their final pay in accordance with applicable laws. In cases of involuntary termination, the employee will receive his or her final pay on the next business day. In cases of voluntary termination, the employee will receive his or her final pay on the next scheduled pay period. All accrued, vested benefits that are due and payable upon termination will also be paid at this time. Other accrued benefits, such as benefits under retirement or savings plans, will be distributed under the terms of those plans.

No supervisor, manager, or representative of Kingsman Academy except the Executive Director has the authority to enter into any agreement providing for the employment of any employee for any specific period of time or otherwise modifying the contract. Kingsman Academy will not renegotiate contracts after they are signed unless exceptional circumstances arise, such as significant changes in duties initiated by the School. If a provision of the contract depends upon an event that will resolve after signature of the contract but before the beginning of the contract's term, the contract should anticipate the contingency and detail appropriate steps.

For non-teaching personnel, periodic performance evaluations should be completed at least once per year and may be completed more often where appropriate. The evaluation process for teaching personnel consists of mid-year check-in and end-of-year evaluations that contain domains reflecting the multifaceted roles and responsibilities of teachers at Kingsman Academy. The evaluation process is supplemented with scheduled and unscheduled observations throughout the school year. All observations are guided by the observation matrix.

Kingsman Academy will be an Equal Opportunity Employer. Discrimination in employment based on race, color, religion, national origin, disability, sex, age, sexual orientation, marital status, or any other basis is prohibited by applicable law. Kingsman Academy prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with a disability. Under this policy, equal employment opportunity is required in recruitment, hiring, training and development, promotion, termination, compensation, benefits, and all other terms, conditions, and privileges of employment as required by applicable law.

It is the policy of Kingsman Academy to create and maintain a drug- and alcohol-free environment in the workplace, as required by the Drug-free Workplace Act of 1988. The abuse of alcohol or controlled substances (including the misuse or abuse of prescription drugs) or the use of illegal drugs, including but not limited to marijuana, cocaine, heroin, morphine, barbiturates, or amphetamines is inconsistent with the professional and responsible behavior we expect of employees, subjects all employees and visitors to unacceptable safety risks and undermines Kingsman Academy's ability to operate effectively and efficiently.

Employees of Kingsman Academy are strictly prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or illegal drugs, as defined above, on Kingsman Academy's premises or while conducting Kingsman Academy business off school premises.

Such conduct and/or use of illegal drugs or controlled substances is also prohibited during nonworking time to the extent that it, in the opinion of the management of Kingsman Academy (1) impairs the employee's ability to perform his or her job; (2) affects Kingsman Academy's reputation or threatens its integrity; and (3) jeopardizes the employee and/or others in the workplace. Reporting to work while under the influence of illegal drugs, controlled substances, or alcohol is prohibited.

Employees who are convicted of offenses involving controlled substances or alcohol (including DUI) in the workplace must inform Human Resources within five (5) days of the conviction or plea. Employees who violate any aspect of this policy are subject to disciplinary action, up to and including immediate termination from Kingsman Academy.

An employee who is undergoing medical treatment with any controlled substance that may impair his/her physical or mental ability, even if a licensed physician has legally prescribed it, is strongly advised to report such treatment to her or his immediate supervisor so that an appropriate response can be made in the event of a reaction or emergency. Kingsman Academy will determine whether the employee constitutes a direct threat to himself/herself or others. If so, the employee shall not be permitted to work while undergoing such treatment.

Protection of Current DCPS Employee Rights: Kingsman Academy will respect the rights and benefits of current employees of the District of Columbia, as required by the District of Columbia School Reform Act. Employees who receive an unpaid leave of absence from DCPS to accept employment at Kingsman Academy will receive credited service during his/her tenure at Kingsman Academy. Such an employee may also retain his/her DC Government Retirement Plan. The employee must instruct Kingsman Academy to process contributions to the retirement system and to file paperwork for creditable service based on specified timelines of the retirement system.

3. IMPLEMENTATION OF THE PCS

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

The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare students for post-secondary success and responsible citizenship. Kingsman Academy must be a data-driven culture to fulfill this mission, collecting data points throughout the day and year to measure and track student success. The following systems will be used to collect academic and non-academic performance data internally and to transmit to the PCSB, OSSE, and the Department of Education:

- OnCourse Systems for Education: Internal school information system that stores attendance, grades, documents, assessment data, discipline data, and tier/intervention data. OnCourse filters information directly into Proactive, PCSB's student information system and SLED. In addition, Kingsman Academy will use OnCourse to track progress toward school goals.
- ROBO: Automatically alerts guardians if a student is marked as absent
- SwipeK12: Verifies student entrance into building
- ADT: Links OnCourse to OSSE system
- SLED: OSSE data management system
- Easy IEP/SEDS: special education compliance tracking
- Epicenter: PCSB compliance tracking

Major Contracts Planned

Kingsman Academy anticipates entering into contracts exceeding for the following services:

- Facilities maintenance;
- Janitorial services;
- Food service;
- Contracted related services for special education students;
- Back office functions such as accounting, payroll, and financial reporting;
- Insurance;

- Security;
- Information technology; and
- Communication systems and services.

Kingsman Academy will adhere to all procurement requirements established by the School Reform Act and the PCSB, including public notice requirements.

Services Sought from the District of Columbia Public Schools

Kingsman Academy does not anticipate seeking services from the District of Columbia Public Schools (DCPS). Administrators do anticipate working with DCPS professionals to secure student files, identification numbers, and other important student information.

Non-Profit Status

The Founders of Kingsman Academy will engage an attorney to assist in the formation of a nonprofit corporation in the District of Columbia and filing an application for 501(c)(3) status with the IRS. The engagement will begin no later than September 12, and the attorney is expected to file the necessary applications by October 1, 2014. The attorney's services will include drafting the Articles of Incorporation.

Technology Plan

Each classroom at Kingsman Academy will need to be equipped with several desktop computers to facilitate the delivery of reading and math interventions. The school will provide needed technology.

Kingsman Academy's Acceptable Use Agreement is included in the proposed employee handbook included as an appendix. It emphasizes that students must follow acceptable use policies when using school-provided technology.

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1. PRE-OPENING BUDGET

Pre-Opening (Planning Year) Budget Worksheet					
DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil PCS Payments	0		0	
2	Per Pupil Facilities Allowance	0		0	
3	Federal Entitlements	150,000		150,000	
4	Other Government Funding/Grants	0	0	0	
5	Total Public Funding	150,000	0	150,000	
6	Private Grants and Donations	0	0	0	
7	Activity Fees	0	0	0	
8	Loans	0	0	0	
9	Other Income (please describe in footnote)	0	0	0	
10	Total Non-Public Funding	0	0	0	
11	EMO Management Fee (= line 73, col. G)		0	0	
12					
13					
14	TOTAL REVENUES	\$150,000	\$0		
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	0	0	0	0
16	Teachers Salaries	0	0	0	0.0%
17	Teacher Aides/Assistance Salaries	0	0	0	0.0%
18	Other Education Professionals Salaries	0	0	0	0.0%
19	Business/Operations Salaries	0	0	0	0.0%
20	Clerical Salaries	0	0	0	0.0%
21	Custodial Salaries	0	0	0	0.0%
22	Other Staff Salaries	0	0	0	0.0%
23	Employee Benefits	0	0	0	0.0%
24	Contracted Staff	0	0	0	0.0%
25	Staff Development Costs	10,000	0	10000	6.7%
26					
27	Subtotal: Personnel Costs	\$10,000	\$0	\$10,000	6.7%
28					
29	Direct Student Costs				
30	Textbooks	40,000	0	40,000	26.7%

31	Student Supplies and Materials	0	0	0	0.0%
32	Library and Media Center Materials	25,000	0	25,000	16.7%
33	Computers and Materials	25,000	0	25,000	16.7%
34	Other Instructional Equipment	0	0	0	0.0%
35	Classroom Furnishings and Supplies	20,000	0	20,000	13.3%
36	Student Assessment Materials	0	0	0	0.0%
37	Contracted Student Services	0	0	0	0.0%
38	Miscellaneous Student Costs	0	0	0	0.0%
39					
40	Subtotal: Direct Student Costs	\$110,000	\$0	\$110,000	73.3%
41					
42	Occupancy Expenses				
43	Rent	0	0	0	0.0%
44	Mortgage Principal Payments	0	0	0	0.0%
45	Mortgage Interest Payments	0	0	0	0.0%
46	Building Maintenance and Repairs	0	0	0	0.0%
47	Renovation/Leasehold Improvements	0	0	0	0.0%
48	Utilities	0	0	0	0.0%
49	Janitorial Supplies	0	0	0	0.0%
50	Equipment Rental and Maintenance	0	0	0	0.0%
51	Contracted Building Services	0	0	0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$0	\$0	\$0	0.0%
54					
55	Office Expenses				
56	Office Supplies and Materials	3,000	0	3,000	2.0%
57	Office Furnishings and Equipment	3,000	0	3,000	2.0%
58	Office Equipment Rental and Maintenance	0	0	0	0.0%
59	Telephone/Telecommunications	1,500	0	1,500	1.0%
60	Legal, Accounting and Payroll Services	5,000	0	5,000	3.3%
61	Printing and Copying	2,000	0	2,000	1.3%
62	Postage and Shipping	1,500	0	1,500	1.0%
63	Other	0	0	0	0.0%
64					
65	Subtotal: Office Expenses	\$16,000	\$0	\$16,000	10.7%
66					
67	General Expenses				
68	Insurance	10,000	0	10,000	6.7%
69	Interest Expense	0	0	0	0.0%
70	Transportation	0	0	0	0.0%
71	Food Service	0	0	0	0.0%
72	Administration Fee (to PCSB)	0	0	0	0.0%
73	EMO Management Fee	0	0	0	0.0%
74	Other General Expense	4,000		4,000	2.7%
75					
76	Subtotal: General Expenses	\$10,000	\$0	\$10,000	6.7%
77					
78	TOTAL EXPENSES	\$150,000	\$0	\$150,000	100.0%
79					

80 **EXCESS (OR DEFICIENCY)**

81 Excess (or deficit) retained by school

\$0,000

82 Excess (or deficit) retained by EMO

\$0

Pre-Opening Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 Jul-15	Month 2 Aug-15	Month 3 Sep-15	Month 4 Oct-15	Month 5 Nov-15	Month 6 Dec-15	Month 7 Jan-16	Month 8 Feb-16	Month 9 Mar-16	Month 10 Apr-16	Month 11 May-16	Month 12 Jun-16	Total
1. Cash on Hand (start of month)		\$0	\$11,375	\$19,250	\$19,425	\$27,100	\$38,275	\$46,950	\$58,125	\$66,500	\$77,375	\$88,250	\$89,125	\$0
2. Cash receipts														
Per Pupil Charter Payments		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Entitlements		\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$150,000
Grants and Donations		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activities Fees		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Income		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Total Receipts		\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$150,000
4. Total Cash Available		\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$150,000
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teachers Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teacher Aides/Assistance Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Education Professionals Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Clerical Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Custodial Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Staff Salaries		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Employee Benefits		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Development Costs		\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$0	\$0	\$0	\$10,000
Direct Student Costs														
Textbooks		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000	\$40,000
Student Supplies and Materials		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library and Media Center Materials		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$25,000
Computers and Materials		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$25,000
Other Instructional Equipment		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Classroom Furnishings and Supplies		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$20,000
Student Assessment Materials		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Instructional/Student Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Miscellaneous Student Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
DESCRIPTION	Pre-Opening	Month 1 Jul-15	Month 2 Aug-15	Month 3 Sep-15	Month 4 Oct-15	Month 5 Nov-15	Month 6 Dec-15	Month 7 Jan-16	Month 8 Feb-16	Month 9 Mar-16	Month 10 Apr-16	Month 11 May-16	Month 12 Jun-16	Total
Office Expenses														
Office Supplies and Materials		\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$3,000
Office Furnishings and Equipment		\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000
Office Equipment Rental and Maintenance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telephone/Telecommunications		\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,500
Legal, Accounting and Payroll Services		\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000
Printing and Copying		\$0	\$0	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Postage and Shipping		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300	\$300	\$300	\$300	\$300	\$1,500
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Occupancy Expenses														
Rent		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage Interest Payments		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance and Repairs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Utilities		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Janitorial Supplies		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Rental and Maintenance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Expenses														
Insurance		\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
Interest Expense		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Food Service		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administration Fee		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other General Expense		\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$4,000
6. Total Expenses		\$1,125	\$4,625	\$12,325	\$4,825	\$1,325	\$3,825	\$1,325	\$4,125	\$1,625	\$1,625	\$11,625	\$101,625	\$150,000
7. Fund Balance (end of month)		\$11,375	\$19,250	\$19,425	\$27,100	\$38,275	\$46,950	\$58,125	\$66,500	\$77,375	\$88,250	\$89,125	\$0	\$0

2. TWO-YEAR OPERATING BUDGET

a. Year One

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Manageme nt Organizatio n	Total Revenues by Funding Source	Expenditure s as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	10,562,348		10,562,348	
2	Per Pupil Facilities Allowance	921,600		921,600	
3	Federal Entitlements	685,801		685,801	
4	Other Government Funding/Grants	0	0	0	
5	Total Public Funding	12,169,749	0	12,169,749	
6	Private Grants and Donations	0	0	0	
7	Activity Fees	0	0	0	
8	Loans	0	0	0	
9	Other Income (please describe in footnote)	88,704	0	88,704	
10	Total Non-Public Funding	88,704	0	88,704	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$12,258,453	\$0		
EXPENSES		501(c)3 School Applicant	Education Manageme nt Organizatio n	Combined Total	Expenditure s as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	1,099,350	0	1,099,350	9.0%
16	Teachers Salaries	2,954,037	0	2,954,037	24.3%
17	Teacher Aides/Assistance Salaries	395,018	0	395,018	3.2%
18	Other Education Professionals Salaries	2,720,086	0	2,720,086	22.4%
19	Business/Operations Salaries	125,845	0	125,845	1.0%
20	Clerical Salaries	134,043	0	134,043	1.1%
21	Custodial Salaries	68,031	0	68,031	0.6%
22	Other Staff Salaries	639,870	0	639,870	5.3%
23	Employee Benefits	633,150	0	633,150	5.2%
24	Contracted Staff	112,500	0	112,500	0.9%
25	Staff Development Costs	67,500	0	67,500	0.6%
26					
27	Subtotal: Personnel Costs	\$8,949,430	\$0	\$8,949,430	73.5%
28					
29	Direct Student Costs				
30	Textbooks	20,000	0	20,000	0.2%
31	Student Supplies and Materials	23,700	0	23,700	0.2%
32	Library and Media Center Materials	5,000	0	5,000	0.0%

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Manageme nt Organizatio n	Total Revenues by Funding Source	Expenditure s as a Percent of Total Public Funding
REVENUES					
33	Computers and Materials	25,000	0	25,000	0.2%
34	Other Instructional Equipment	10,000	0	10,000	0.1%
35	Classroom Furnishings and Supplies	15,000	0	15,000	0.1%
36	Student Assessment Materials	17,100	0	17,100	0.1%
37	Contracted Student Services	144,500	0	144,500	1.2%
38	Miscellaneous Student Costs	382,500	0	382,500	3.1%
39					
40	Subtotal: Direct Student Costs	\$642,800	\$0	\$642,800	5.3%
41					
42	Occupancy Expenses				
43	Rent	0	0	0	0.0%
44	Mortgage Principal Payments	300,000	0	300,000	2.5%
45	Mortgage Interest Payments	380,000	0	380,000	3.1%
46	Building Maintenance and Repairs	150,000	0	150,000	1.2%
47	Renovation/Leasehold Improvements	50,000	0	50,000	0.4%
48	Utilities	225,900	0	225,900	1.9%
49	Janitorial Supplies	6,000	0	6,000	0.0%
50	Equipment Rental and Maintenance	10,500	0	10,500	0.1%
51	Contracted Building Services	335,600	0	335,600	2.8%
52					0.0%
53	Subtotal: Occupancy Expenses	\$628,000	\$0	\$628,000	12.0%
54					
55	Office Expenses				
56	Office Supplies and Materials	39,300	0	39,300	0.3%
57	Office Furnishings and Equipment	10,000	0	10,000	0.1%
58	Office Equipment Rental and Maintenance	12,400	0	12,400	0.1%
59	Telephone/Telecommunications	91,000	0	91,000	0.7%
60	Legal, Accounting and Payroll Services	213,800	0	213,800	1.8%
61	Printing and Copying	20,000	0	20,000	0.2%
62	Postage and Shipping	6,800	0	6,800	0.1%
63	Other	7,300	0	7,300	0.1%
64					
65	Subtotal: Office Expenses	\$400,600	\$0	\$400,600	3.3%
66					
67	General Expenses				
68	Insurance	140,600	0	140,600	1.2%
69	Interest Expense	44,400	0	44,400	0.4%
70	Transportation	3,700	0	3,700	0.0%
71	Food Service	175,000	0	175,000	1.4%
72	Administration Fee (to PCSB)	54,923	0	54,923	0.5%
73	EMO Management Fee	0	0	0	0.0%
74	Other General Expense	50,000		50,000	0.4%

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Manageme nt Organizatio n	Total Revenues by Funding Source	Expenditure s as a Percent of Total Public Funding
REVENUES					
75					0.0%
76	Subtotal: General Expenses	\$363,774	\$0	\$363,774	3.0%
77					
78	TOTAL EXPENSES	\$10,984,604	\$0.00	\$10,984,604	90.3%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$1,273,849			
82	Excess (or deficit) retained by EMO		\$0		

ASSUMPTIONS

Student Enrollment	300
Facility Size (square footage)	61113
	\$
Average Teacher Salary	62,500
Student/Teacher Ratio	appr. 10-to-1
Other Major Assumptions	

NOTES:

- 9 - Other income includes \$70,705 in Army Revenue for JROTC Instructors and 18,000 in Erate grant income.
- 15 - Includes salaries for Executive Director and all Directors
- 38 - Includes \$300,000 estimate for student transportation

b. Year Two

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Manageme nt Organizatio n	Total Revenues by Funding Source	Expenditure s as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	10,904,252		10,904,252	
2	Per Pupil Facilities Allowance	952,320		952,320	
3	Federal Entitlements	685,801		685,801	
4	Other Government Funding/Grants	0	0	0	
5	Total Public Funding	12,542,373	0	0	
6	Private Grants and Donations	0	0	0	
7	Activity Fees	0	0	0	
8	Loans	0	0	0	
9	Other Income (please describe in footnote)	88,704	0	88,704	
10	Total Non-Public Funding	0	0	0	
11	EMO Management Fee (= line 73, col. G)				
12					
13					
14	TOTAL REVENUES	\$12,542,373	\$0		
EXPENSES		501(c)3 School Applicant	Education Manageme nt Organizatio n	Combined Total	Expenditure s as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	1,154,318	0	1,154,318	9.2%
16	Teachers Salaries	3,101,739	0	3,101,739	24.7%
17	Teacher Aides/Assistance Salaries	414,769	0	414,769	3.3%
18	Other Education Professionals Salaries	2,856,091	0	2,856,091	22.8%
19	Business/Operations Salaries	132,137	0	132,137	1.1%
20	Clerical Salaries	140,745	0	140,745	1.1%
21	Custodial Salaries	71,433	0	71,433	0.6%
22	Other Staff Salaries	671,864	0	671,864	5.4%
23	Employee Benefits	664,808	0	664,808	5.3%
24	Contracted Staff	118,125	0	118,125	0.9%
25	Staff Development Costs	70,875	0	70,875	0.6%
26					
27	Subtotal: Personnel Costs	\$9,396,902	\$0	\$9,396,902	74.9%
28					
29	Direct Student Costs				
30	Textbooks	10,000	0	10,000	0.1%
31	Student Supplies and Materials	24,411	0	24,411	0.2%
32	Library and Media Center Materials	5,150	0	5,150	0.0%
33	Computers and Materials	25,750	0	25,750	0.2%
34	Other Instructional Equipment	10,300	0	10,300	0.1%

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Managem ent Organizatio n	Total Revenues by Funding Source	Expenditure s as a Percent of Total Public Funding
REVENUES					
35	Classroom Furnishings and Supplies	15,450	0	15,450	0.1%
36	Student Assessment Materials	17,613	0	17,613	0.1%
37	Contracted Student Services	148,835	0	148,835	1.2%
38	Miscellaneous Student Costs	393,975	0	393,975	3.1%
39					
40	Subtotal: Direct Student Costs	\$651,484	\$0	\$651,484	5.2%
41					
42	Occupancy Expenses				
43	Rent	0	0	0	0.0%
44	Mortgage Principal Payments	314,000	0	314,000	2.5%
45	Mortgage Interest Payments	366,000	0	366,000	2.9%
46	Building Maintenance and Repairs	100,000	0	100,000	0.8%
47	Renovation/Leasehold Improvements	51,500	0	51,500	0.4%
48	Utilities	232,677	0	232,677	1.9%
49	Janitorial Supplies	6,180	0	6,180	0.0%
50	Equipment Rental and Maintenance	10,815	0	10,815	0.1%
51	Contracted Building Services	345,668	0	345,668	2.8%
52					
53	Subtotal: Occupancy Expenses	\$1,426,840	\$0	\$1,426,840	11.4%
54					
55	Office Expenses				
56	Office Supplies and Materials	40,479	0	40,479	0.3%
57	Office Furnishings and Equipment	10,300	0	10,300	0.1%
58	Office Equipment Rental and Maintenance	12,772	0	12,772	0.1%
59	Telephone/Telecommunications	93,730	0	93,730	0.7%
60	Legal, Accounting and Payroll Services	220,214	0	220,214	1.8%
61	Printing and Copying	20,600	0	20,600	0.2%
62	Postage and Shipping	7,004	0	7,004	0.1%
63	Other	7,519	0	7,519	0.1%
64					
65	Subtotal: Office Expenses	\$412,618	\$0	\$412,618	3.3%
66					
67	General Expenses				
68	Insurance	144,818	0	144,818	1.2%
69	Interest Expense	45,732	0	45,732	0.4%
70	Transportation	3,811	0	3,811	0.0%
71	Food Service	180,250	0	180,250	1.4%
72	Administration Fee (to PCSB)	56,571	0	56,571	0.5%
73	EMO Management Fee	0	0	0	0.0%
74	Other General Expense	51,500		51,500	0.4%
75					
76	Subtotal: General Expenses	\$482,682	\$0	\$482,682	3.8%

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Manageme nt Organizatio n	Total Revenues by Funding Source	Expenditure s as a Percent of Total Public Funding
REVENUES					
77					
78	TOTAL EXPENSES	\$12,370,525.5 7	\$0	\$12,370,525.5 7	98.6%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$171,847			
82	Excess (or deficit) retained by EMO		\$0		

ASSUMPTIONS

Student Enrollment	310
Facility Size (square footage)	61113
	\$
Average Teacher Salary	62,500
Student/Teacher Ratio	appr. 10-to-1
Other Major Assumptions	

NOTES:

- 9 - Other income includes \$70,705 in Army Revenue for JROTC Instructors and 18,000 in Erate grant income.
- 15 - Includes salaries for Executive Director and all Directors
- 38 - Includes \$300,000 estimate for student transportation

3. ESTIMATED FIVE-YEAR BUDGET PROJECTIONS

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	11,483,948	11,856,572	12,567,966	12,945,005	13,333,355
Federal Entitlements	685,801	685,801	685,801	685,801	685,801
Income from Grants and Donations	0	0	0	0	0
Activity Fees	0	0	0	0	0
Other Income	88,704	88,704	91,365	94,106	96,929
TOTAL REVENUES	\$12,258,453	\$12,631,077	\$13,345,132	\$13,724,912	\$14,116,086
EXPENSES					
Personnel Salaries and Benefits	8,949,430	9,396,902	9,678,809	9,969,173	10,268,249
Direct Student Costs	642,800	651,484	671,029	691,159	711,894
Occupancy	628,000	1,426,840	1,469,645	1,513,735	1,559,147
Office Expenses	400,600	412,618	424,997	437,746	450,879
General Expenses	363,774	482,682	497,162	512,077	527,440
TOTAL EXPENSES	\$10,984,604	\$12,370,526	\$12,741,642	\$13,123,891	\$13,517,608
EXCESS (OR DEFICIENCY)	\$1,273,849	\$260,551	\$603,491	\$601,021	\$598,478

4. CAPITAL BUDGET

DETAIL - YEAR 1

Classroom

Description	Count	Unit Price	Total
Computers/Laptops	15	\$800	\$12,000
Tablets	20	\$500	\$10,000
Desk/Tables	10	\$250	\$2,500
Chairs	5	\$100	\$500
Total			\$25,000

Administrative

Description	Count	Unit Price	Total
Computers/Laptops	10	\$800	\$8,000
Tablets	5	\$500	\$2,500
Total			\$10,500

SUMMARY

Description	Count	Unit Price	Total
Classroom	50	\$1,650	\$25,000
Administrative	15	\$1,300	\$10,500
Total Capital Budget-Year 1			\$35,500

DETAIL - YEAR 2

Classroom

Description	Count	Unit Price	Total
Computers/Laptops	20	\$850	\$17,000
Tablets	20	\$550	\$11,000
Desk/Tables	20	\$250	\$5,000
Chairs	10	\$100	\$1,000
Total			\$34,000

Administrative

Description	Count	Unit Price	Total
Computers/Laptops	5	\$800	\$4,000
Tablets	5	\$500	\$2,500
Total			\$6,500

SUMMARY

Description	Count	Unit Price	Total
Classroom	70	\$1,750	\$34,000
Administrative	10	\$1,300	\$6,500
Total Capital Budget-Year 1			\$40,500

5. CASH FLOW PROJECTION FOR YEAR ONE

DESCRIPTION	Pre-Opening	Month 1 16-Jul	Month 2 16-Aug	Month 3 16-Sep	Month 4 16-Oct	Month 5 16-Nov	Month 6 16-Dec	Month 7 17-Jan	Month 8 17-Feb	Month 9 17-Mar	Month 10 17-Apr	Month 11 17-May	Month 12 17-Jun	Total
1. Cash on Hand (start of month)	\$0	\$0	\$2,499,800	\$1,512,462	\$564,040	\$2,904,796	\$1,959,814	\$1,014,801	\$2,186,867	\$1,246,431	\$305,968	\$2,006,061	\$1,055,536	\$54,981
2. Cash receipts														
Per Pupil Charter Payments		\$3,445,184	\$0	\$0	\$3,285,707	\$0	\$0	\$2,112,470	\$0	\$0	\$2,640,587	\$0	\$0	\$11,483,948
Federal Entitlements		\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$57,150	\$685,801
Grants and Donations		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activities Fees		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Income		\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$7,392	\$88,704
3. Total Receipts		\$3,509,726	\$64,542	\$64,542	\$3,350,249	\$64,542	\$64,542	\$2,177,012	\$64,542	\$64,542	\$2,705,129	\$64,542	\$64,542	\$12,258,453
4. Total Cash Available		\$3,509,726	\$2,564,342	\$1,577,004	\$3,914,289	\$2,969,338	\$2,024,356	\$3,191,813	\$2,251,409	\$1,310,973	\$3,011,097	\$2,070,603	\$1,120,078	\$12,313,434
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$91,613	\$1,099,350
Teachers Salaries		\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$246,170	\$2,954,037
Teacher Aides/Assistance Salaries		\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$32,918	\$395,018
Other Education Professionals Salaries		\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$226,674	\$2,720,086
Clerical Salaries		\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$11,170	\$134,043
Custodial Salaries		\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$5,669	\$68,031
Other Staff Salaries		\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$53,323	\$639,870
Employee Benefits		\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$52,763	\$633,150
Staff Development Costs		\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$67,500
Direct Student Costs														
Textbooks		\$10,000	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000
Student Supplies and Materials		\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$1,975	\$23,700
Library and Media Center Materials		\$2,500	\$1,500	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$30,000
Computers and Materials		\$12,500	\$12,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$50,000
Other Instructional Equipment		\$5,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$10,500
Classroom Furnishings and Supplies		\$10,000	\$2,500	\$2,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$35,000

DESCRIPTION	Pre-Opening	Month 1 16-Jul	Month 2 16-Aug	Month 3 16-Sep	Month 4 16-Oct	Month 5 16-Nov	Month 6 16-Dec	Month 7 17-Jan	Month 8 17-Feb	Month 9 17-Mar	Month 10 17-Apr	Month 11 17-May	Month 12 17-Jun	Total
Student Assessment Materials		\$0	\$0	\$4,275	\$4,275	\$4,275	\$4,275	\$0	\$0	\$0	\$0	\$0	\$0	\$17,100
Contracted Instructional/Student Services		\$5,000	\$5,000	\$13,450	\$13,450	\$13,450	\$13,450	\$13,450	\$13,450	\$13,450	\$13,450	\$13,450	\$13,450	\$144,500
Miscellaneous Student Costs		\$10,000	\$10,000	\$36,250	\$36,250	\$36,250	\$36,250	\$36,250	\$36,250	\$36,250	\$36,250	\$36,250	\$36,250	\$382,500
DESCRIPTION	Pre-Opening	Month 1 16-Jul	Month 2 16-Aug	Month 3 16-Sep	Month 4 16-Oct	Month 5 16-Nov	Month 6 16-Dec	Month 7 17-Jan	Month 8 17-Feb	Month 9 17-Mar	Month 10 17-Apr	Month 11 17-May	Month 12 17-Jun	Total
Office Expenses														
Office Supplies and Materials		\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$3,275	\$39,300
Office Furnishings and Equipment		\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Office Equipment Rental and Maintenance		\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$1,033	\$12,400
Telephone/Telecommunications		\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$7,583	\$91,000
Legal, Accounting and Payroll Services		\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$17,817	\$213,800
Printing and Copying		\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Postage and Shipping		\$567	\$567	\$567	\$567	\$567	\$567	\$567	\$567	\$567	\$567	\$567	\$567	\$6,800
Other		\$608	\$608	\$608	\$608	\$608	\$608	\$608	\$608	\$608	\$608	\$608	\$608	\$7,300
Occupancy Expenses														
Rent		\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$300,000
Mortgage Interest Payments		\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$31,667	\$380,000
Maintenance and Repairs		\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$150,000
Utilities		\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$18,825	\$225,900
Janitorial Supplies		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$6,000
Equipment Rental and Maintenance		\$875	\$875	\$875	\$875	\$875	\$875	\$875	\$875	\$875	\$875	\$875	\$875	\$10,500
Contracted Building Services		\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$27,967	\$335,600
General Expenses														
Insurance		\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$11,717	\$140,600
Interest Expense		\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$3,700	\$44,400
Transportation		\$308	\$308	\$308	\$308	\$308	\$308	\$308	\$308	\$308	\$308	\$308	\$308	\$3,700
Food Service		\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$175,000
Administration Fee		\$0	\$54,923	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$54,923
Other General Expense		\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$50,000
6. Total Expenses		\$1,009,926	\$1,051,880	\$1,012,963	\$1,009,493	\$1,009,524	\$1,009,554	\$1,004,946	\$1,004,977	\$1,005,005	\$1,005,036	\$1,015,066	\$1,065,097	\$11,701,608
7. Fund Balance (end of month)		\$2,499,800	\$1,512,462	\$564,040	\$2,904,796	\$1,959,814	\$1,014,801	\$2,186,867	\$1,246,431	\$305,968	\$2,006,061	\$1,055,536	\$54,981	\$611,826

1. ARTICLES OF INCORPORATION

As noted on page 123, the Kingsman Academy Founding Group will engage an attorney to assist in the formation of a nonprofit corporation in the District of Columbia and filing an application for 501(c)(3) status with the IRS. The engagement will begin no later than September 12, and the attorney is expected to file the necessary applications by October 1, 2014. The attorney will prepare the Articles of Incorporation.

2. **BYLAWS**

PROPOSED BYLAWS OF KINGSMAN ACADEMY

ARTICLE I. NAME AND OFFICES

Section 1.01. Name. The legal name of the corporation is the Kingsman Academy, which shall do business in the District of Columbia as "Kingsman Academy Public PCS School" (hereinafter the "Corporation").

Section 1.02. Registered Agent. The initial registered agent of the Corporation shall be Ms. Shannon Hodge, until any successor is duly named and qualified. The address of the registered agent is: 1375 E St NE, Washington, DC, which is identical to the principal office address of the Corporation.

Section 1.03. Other Offices. The Corporation may also have offices at such other places both within and without the District of Columbia as the Board of Trustees may from time to time determine or the business of the Corporation may require.

ARTICLE II. BOARD OF TRUSTEES

Section 2.01. General Authority. The business and affairs of the Corporation shall be managed by or under the direction of a governing body of persons (designated individually as "Trustees" and collectively as the "Board of Trustees" or "Board"), which may exercise all powers of the Corporation.

Section 2.02. Composition of Board.

- d. The Corporation shall be governed by a self-perpetuating Board of Trustees consisting of an odd number of Trustees, at least five and no more than fifteen, as may be fixed from time to time by resolution of the Board of Trustees. The majority of the Board of Trustees shall be residents of the District of Columbia, and at least two parents of students attending Kingsman Academy Public PCS School shall be elected to serve on the Board of Trustees.
- e. If a member of the Board of Trustees (i) who was originally a resident of the District of Columbia at the time of his or her appointment to the Board of Trustees relocates outside the District of Columbia, or (ii) if a member of the Board of Trustees is the parent of a student attending Kingsman Academy Public PCS School and that student graduates, transfers, or is otherwise no longer a student at Kingsman Academy Public PCS School, then in either such case such member is required to tender their resignation in the manner set forth in Section 2.07 of these Bylaws no later than ten (10) business days

following the occurrence of the circumstances set forth above in (i) or (ii). If the member fails to timely tender their resignation in accordance with this Section 2.02(b) such member is subject to removal pursuant to Section 2.06 of these Bylaws at the discretion of the Board of Trustees.

Section 2.03. Vacancies and Newly Created Board Seats. Vacancies and newly created Board seats resulting from any increase in the authorized number of Trustees shall be filled by a majority of the Trustees then in office, though less than a quorum, or by a sole remaining Trustee, and the Trustees so chosen shall hold office until the next annual election and until their successors are duly elected and shall qualify, unless sooner displaced. Under no circumstances shall a Trustee serve longer than the period permitted by law. If there are no Trustees in office, then an election of Trustees may be held in the manner provided by statute.

Section 2.04. Interested Parties. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by, or who is seeking compensation from, the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 2.05. Term of Office. The term of office of each Trustee ordinarily shall be two (2) years, beginning on July 1 of a given year. To provide for staggered expiration of Trustees' terms, the Trustees elected initially shall have one or two year terms fixed by resolution of the Board of Trustees. The period applicable to each Trustee shall be specified in the resolution electing the Trustees. Each Trustee shall hold office for the term for which he or she is elected and until his or her successor shall have been elected and qualified. A Trustee whose term of office is expiring may vote with the other Trustees in the election of his or her successor. A Trustee whose term is expiring shall be eligible to be reelected.

Section 2.06. Removal of Trustees. Any Trustee may be removed at any time, with or without cause, by the affirmative vote of two-thirds (2/3) of all other members of the Board of Trustees.

Section 2.07. Resignation. Any Trustee may resign at any time by giving written notice to the President, the Secretary or the Board. Such notice shall take effect at the time specified therein, and the acceptance of such resignation shall not be necessary to make it effective except if such notice is given pursuant to Section 2.02(b) of these Bylaws, in which case such resignation will be accepted or rejected by the Board no later than the next regular meeting of the Board. If any Trustee should tender his or her resignation to take effect at a future time, then the Board of Trustees shall have the power to elect a successor to take office at such time as the resignation shall become effective.

Section 2.08. Vacancies. Any vacancy occurring on the Board of Trustees may be filled by the affirmative vote of a majority of the remaining Trustees present at a meeting at which a quorum is present. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 2.09. Meetings of the Board of Trustees. The Board may hold meetings, including annual, regular and special meetings, either within or without the District of Columbia. The Secretary shall keep regular minutes of all Board meetings.

Section 2.10. Annual Meeting. The annual meeting of the Board for the election of Trustees and for the transaction of such other business as may properly come before the meeting generally shall be held in May of each year (or on such other date as the Board may designate by resolution) at the time and place designated by the President. Notice of the annual meeting, stating the place, date and time of the meeting, shall conform to the requirements for notice and waiver of notice set forth in Article III of these Bylaws. The notice of the annual meeting need not specifically state the business to be transacted thereat. Attendance of a Trustee at such a meeting shall constitute a waiver of notice, except when the person attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

Section 2.11. Regular Meetings. Regular meetings of the Board or any committee thereof may be held without notice at such times and at such places as shall from time to time be determined by the Board or committee, as the case may be. Notice of the regular meeting, stating the place, date and time of the meeting, shall conform to the requirements for notice and waiver of notice set forth in Article III of these Bylaws. The notice of regular meetings, if any, need not specifically state the business to be transacted thereat. Waiver of notice shall be governed by Section 3.02, below.

Section 2.12. Special Meetings. Special meetings of the Board or any committee thereof may be called by the President, by the Secretary at the request of one or more Trustees, or by a majority of Trustees. Notice of such special meeting, stating the place, date and time, and the specific purpose of the special meeting, shall conform to the requirements for notice and waiver of notice set forth in Article III of these Bylaws. Waiver of notice shall be governed by Section 3.02, below.

Section 2.13. Quorum and Voting. A quorum of the Board shall be a majority of the Trustees then in office, but in no event shall a quorum consist of less than one-third of the number of Trustees fixed under Section 2.02 above. The affirmative vote of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board, except where the act of a greater number is required by these Bylaws, the Corporation's Articles of Incorporation or provisions of statute. If a meeting cannot be organized because a quorum has not attended, the Trustees present thereat may adjourn the meeting from time

to time, without notice other than announcement at the meeting, until a quorum shall be present. Every Trustee has the right to participate in the deliberations and to vote on all issues before the Board or any Board Committee, except as noted below:

No Trustees shall discuss and vote on any matter involving (a) a self-dealing transaction, (b) a conflict of interest (as defined in and governed by the Conflict of Interest Policy as then in effect, the current form of which is attached hereto as Exhibit A and incorporated herein by reference), or (c) indemnification of that Trustee.

Section 2.14. Majority. In the event that the Board or any committee thereof or its members present at any meeting consists of an even number of persons, a majority means one-half of the number of such persons plus one.

Section 2.15. Action Without Meetings; Telephone Meeting. Any action required or permitted to be taken at any meeting of the Board of Trustees or of any committee thereof may be taken without a meeting if all members of the Board or committee, as the case may be, consent thereto in writing and the writing or writings are filed with the minutes of proceedings of the Board or committee. Members of the Board of Trustees, or any committee designated by such Board, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this Section 2.15 shall constitute presence in person at such meeting.

Section 2.16. Committees. The Board may, by resolution passed by a majority of the Trustees in office, designate one or more committees, each committee to consist of two (2) or more Trustees, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board in the management of the Corporation, subject to Board approval and oversight. Other committees not having and exercising the authority of the Board in the management of the Corporation may be designated and appointed by a resolution adopted by a majority of the Trustees present at a meeting at which a quorum is present. The designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board, or any individual Trustee, of any responsibility imposed upon the Corporation or the Trustee by law.

Unless otherwise specified in a resolution of the Board, at all meetings of each committee a majority of the total number of members of the committee shall constitute a quorum for the transaction of business, each member of the committee shall have one vote, and the affirmative vote of a majority of the members of the committee present at any meeting at which there is a quorum shall be an act of the committee. Each committee shall keep regular minutes of its meetings and report the same to the Board when requested to do so by the Board.

Section 2.17. Compensation of Trustees. The Trustees of the Corporation shall serve in their capacity as Trustees or committee members without compensation but may be

reimbursed for reasonable expenses, if any, incurred in carrying out the purposes of the Corporation.

ARTICLE III. NOTICES

Section 3.01. Notices. Whenever the Articles of Incorporation, Bylaws, Board resolutions or provisions of statute require that notice of a meeting be given, such notice shall state the place, date and time of the meeting, and may be served on each Trustee by mail addressed to the person to be notified at his or her address as it appears on the records of the Corporation, with postage thereon prepaid, at least two (2) business days prior to such meeting. Such notice shall be deemed to have been given at the time when the same shall have been deposited in the United States mail. Notice may also be given by personal delivery, telephone, email, telefax, facsimile, overnight delivery service, telegram or other form of transmission, generally available to the public and reasonably designed to timely convey such information, at least two (2) days prior to such meeting. Notice shall be deemed to have been given when sent.

Section 3.02. Waiver of Notice. Whenever any notice is required to be given under the Articles of Incorporation, the Bylaws, Board resolutions or provisions of statute, a waiver of notice in writing that is signed by the person(s) entitled to such notice before or after the time of the event for which notice is required shall be deemed equivalent to notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular meeting of the Trustees or members of a committee of Trustees need be specified in any written waiver of notice unless so required by the Articles of Incorporation, these Bylaws, or law.

ARTICLE IV. OFFICERS

Section 4.01. Positions. The Board shall appoint the officers of the Corporation. The officers of the Corporation shall be a President (who shall also be the Chairman of the Board), a Vice-President (who shall also be the Vice-Chairman of the Board), a Secretary, a Treasurer and such other officers as the Board from time to time may appoint. In addition, as non-Trustee officers of Kingsman Academy there shall be an Executive Director and a Director of Operations. These two positions shall be considered administrative officers, and are not members of the Board. Any two or more offices may be held simultaneously by the same person, except that no one shall at the same time occupy the offices of President and Treasurer. No officer shall execute, acknowledge or verify any instrument in more than one capacity.

Section 4.02. Term of Office. Except as otherwise provided by law, by the Articles of Incorporation or by these Bylaws, each officer shall hold office until his successor is elected

and qualified, unless a different term is specified in the vote choosing or appointing him, or until his earlier death, resignation or removal.

Section 4.03. Removal. Any officer may be removed, with or without cause, at any time by an affirmative vote of two-thirds (2/3) of the Board.

Section 4.04. President. The President is expected to attend all meetings of the Board and any committee meeting thereof as needed, ensure that all orders and resolutions of the Board are carried into effect, and in general perform all duties normally incident to the office of President and such other duties as may be prescribed by the Board from time to time. In furtherance, but not in limitation, of the duties and responsibilities hereinbefore described, the President, any Vice-President and such officer or officers as may be authorized by the Board may sign and execute any deeds, mortgages, bonds, contracts or other instruments that the Trustees have authorized to be executed or have delegated to an authorized person the discretion to execute on behalf of the Corporation, except in cases where the signing and execution thereof shall be expressly delegated by the Trustees or by these Bylaws to some other officer or agent of the Corporation or shall be required by law to be otherwise signed or executed.

Section 4.05. Vice-President. In the absence of the President or in the event of the President's inability to act, the Vice-President shall perform the duties of the President and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice-President shall perform such other duties and have such other powers as the Board or, if authorized by the Board to do so, the President may from time to time prescribe.

Section 4.06. Secretary. The Secretary is expected to attend all meetings of the Board, shall record all the proceedings of the meetings of the Board in a book to be kept for that purpose, and shall perform like duties for the committees of the Board, when so requested. When unable to perform such duties, the Secretary may delegate the taking of minutes to another Board member. The Secretary shall ensure that all notices are duly provided in accordance with the provisions of these Bylaws, as required by law or as directed by the Board or the President. The Secretary shall ensure that the books, reports, statements, certificates and all other documents and records required by law are properly kept and filed and shall perform such other duties as may be prescribed by the Board or by the President, under whose supervision the Secretary shall function. The Secretary shall have custody of the corporate seal, and the Secretary shall have authority to affix the same to any instrument requiring it. When so affixed, it may be attested by the signature of the Secretary. The Board may give general authority or specific authority to any other officer to affix the corporate seal and to attest the affixing by such officer's signature. The Secretary may also attest all instruments signed on behalf of the Corporation by the President or the Vice-President. The Secretary shall in general perform all duties incident to the office of Secretary.

Section 4.07. Treasurer. The Treasurer shall be responsible for all corporate funds of the Corporation, shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation, and shall be expected to deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board. The Treasurer or his or her designee(s) shall disburse funds of the Corporation as ordered by the Board, taking proper vouchers for such disbursements. The Treasurer shall render to the Board, at its regular meetings or when the Board so requires, an account of all financial transactions of the Corporation and of the financial condition of the Corporation. The Treasurer shall perform all other duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board.

Section 4.08. Executive Director. The Executive Director reports directly to the Board of Trustees and is responsible for all aspects of Kingsman Academy's operation including, but not limited to, its core academic program, supplemental after school programs, business operations, financial management, and development.

Section 4.09. Director of Operations. The Director of Operations reports to the Executive Director and is responsible for general administration including, but not limited to, overseeing Kingsman Academy's finances, audits, facility, security, information technology infrastructure, and other business administration.

Section 4.10. Vacancies. A vacancy in any office of the Corporation because of death, resignation, removal, disqualification or other reason may be filled for the unexpired portion of the term of that office by the Board.

Section 4.11. Fidelity Bonds. The Corporation may secure the fidelity of any or all of its officers or agents by bond or otherwise.

ARTICLE V. INDEMNIFICATION AND RELATED MATTERS

Section 5.01. Authority to Indemnify. The Corporation shall indemnify, to the fullest extent allowed by the laws of the District of Columbia as those laws presently exist or hereafter may be amended, any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a Trustee, officer, or employee of the Corporation, against expenses, including attorney's fees, judgments, fines and amounts paid in settlement, actually and reasonably incurred in connection with such action, suit or proceeding if (i) he or she acted in good faith, and (ii) reasonably believed his or her conduct (A) in the case of official conduct to be in the best interests of the Corporation, or (B) in other cases, at least not opposed to the best interests of the Corporation and, (iii) with respect to any criminal action or proceedings, had no reasonable cause to believe his or her conduct was unlawful, and (iv) in the case of an employee benefit plan, reasonably believed such action to be in the interests of the plan

participants. The Corporation shall have the option, but not the obligation, to indemnify agents of the Corporation pursuant to this Section 5.01.

Unless the Articles of Incorporation provide otherwise, an employee, Trustee or officer of the Corporation who entirely prevails in the defense of any proceeding to which he or she was a party because he or she was a Trustee, officer or employee of the Corporation shall be indemnified against reasonable expenses (including attorneys' fees) actually incurred by him or her in connection with the proceeding. This provision shall also be applicable to agents whom the Corporation has opted to indemnify as stated above. Unless ordered by a court of competent jurisdiction, the Corporation shall not indemnify a Trustee or officer (i) in a proceeding by or in the right of the Corporation except for expenses reasonably incurred because of a proceeding if it is determined that the Trustee or officer met the relevant standard of conduct; or (ii) in connection with a proceeding with respect to conduct for which such Trustee or officer was adjudged liable for having received a financial benefit to which such Trustee or officer was not entitled.

Expenses incurred by a Trustee, officer or employee of the Corporation in defending a civil or criminal action, suit or proceeding by reason of the fact that he is or was a Trustee, officer or employee of the Corporation shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such Trustee, officer or employee to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the Corporation as authorized by relevant sections of the District of Columbia Nonprofit Corporation Act, as amended.

Section 5.02. Determination of Indemnification. Any indemnification under Section 5.01 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Trustee, officer, employee or agent is permissible because such Trustee, officer, employee or agent has met the applicable standard of conduct set forth in Section 5.01 of these Bylaws. Such determination shall be made by (a) the Board of Trustees by a majority vote of a quorum consisting of Trustees who at the time were disinterested parties, as governed by the Conflict of Interest Policy, to such proceeding, or, (b) if a quorum cannot be obtained, a majority vote of a committee duly designated by the Board of Trustees consisting solely of two (2) or more disinterested Trustees, or (c) a special counsel selected by the Board of Trustees by a majority vote of a quorum consisting of disinterested Trustees who are not a party to the proceeding.

Section 5.03. Application of Article 5. The indemnification provided by, or granted pursuant to, Sections 5.01 and 5.02 shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled to under any bylaw, agreement, vote of disinterested Trustees or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office. The indemnification provided by, or granted pursuant to, this Article shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a Trustee, officer, employee or agent

of the Corporation and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 5.04. Liability Insurance. The Corporation shall as soon as practicable maintain liability insurance with a limit of coverage not less than that specified in Section 29-406.90 of the District of Columbia Nonprofit Corporation Act, as amended from time to time. The Corporation may purchase and maintain insurance on behalf of any Trustee or officer against any liability asserted against him or her or incurred by him or her because of service to the Corporation.

ARTICLE VI. GENERAL PROVISIONS

Section 6.01. Calendar Year. The Corporation shall operate on a fiscal year beginning July 1 of each year and ending on June 30 of the following year.

Section 6.02. Contracts, Checks, Notes, Etc. All contracts and agreements authorized by the Board and all notes, drafts, checks, acceptances, orders for the payment of money and negotiable instruments obligating the Corporation for the payment of money shall be signed by at least one officer of the Corporation or by such other number of officers or employees as the Board may from time to time direct.

Section 6.03. Deposits. All funds of the Corporation not otherwise employed shall be deposited promptly to the credit of the Corporation in such banks, trust companies or other depositories as the Board or, if authorized by the Board to do so, the President or Treasurer may direct. For the purpose of making such deposits, any checks, drafts and other orders for the payment of money that are payable to the Corporation may be endorsed, assigned and delivered by any officer of the Corporation as designated or authorized by the Board, or in such manner as may from time to time be determined by resolution of the Board.

Section 6.04. Compensation. The Board shall determine the compensation of counsel, officers, employees and agents of the Corporation, or shall delegate such authority to the Executive Director for compensation decisions, except for the compensation of the Executive Director. No compensation or reimbursement of expenses will be made that in any way would adversely affect the Corporation's qualification under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any subsequent tax law).

Section 6.05. Loans. No loans shall be contracted for or on behalf of the Corporation and no evidence of indebtedness shall be issued in the name of the Corporation unless authorized by a resolution of the Board. Such authority may be general or may be confined to specific instances. No loans shall be made by the Corporation to its Trustees or officers.

Section 6.06. Form of Records. Any records maintained by the Corporation in the regular course of its business, including its books of account and minutes books, may be kept

on, or be in the form of, punch cards, magnetic tape, photographs, microphotographs or any other information storage device, provided that the records so kept can be converted into clearly legible written form within a reasonable time. The Corporation shall so convert any records so kept upon the request of any person entitled to inspect the same.

Section 6.07. Amendments. The Articles of Incorporation and the Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the affirmative vote of two-thirds (2/3) of the entire Board, provided that prior notice has been given to all members of the Board in accordance with the notice provisions set out in Article III herein.

Section 6.08. Mandatory Dissolution. Pursuant to Section 38-1802.13a(c)(1), the Corporation shall dissolve if the PCS for the PCS school has been revoked, has not been renewed, or has been voluntarily relinquished.

ARTICLE VII. PROHIBITION AND LIMITATIONS

Section 7.01. Prohibition Against Sharing in Corporate Earnings.

- a. No part of the earnings of the Corporation shall inure to the benefit of or be distributable to its incorporators, Trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation.
- b. All Trustees and officers of the Corporation shall be deemed to have expressly consented and agreed that, upon the dissolution or winding up of the affairs of the Corporation, the Board shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of the remaining assets of the Corporation exclusively for the purposes and in the manner set out in the Articles of Incorporation.

Section 7.02. Exempt Activities. In all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, whether voluntary or involuntary or by operation of law:

- a. The Corporation shall not have or exercise any power or authority either expressly or by interpretation or operation of law, nor shall it directly or indirectly engage in any activity, that would prevent it from qualifying (and continuing to qualify) as a corporation described in section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any subsequent tax law).

- b. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation; nor shall it in any manner or to any extent participate in, or intervene in (including by publishing or distributing statements), any political campaign on behalf of or in opposition to any candidate for public office.
- c. Neither the whole, nor any part or portion, of the assets or net earnings of the Corporation shall be used, nor shall the Corporation ever be organized or operated, for objects or purposes other than those set out in the Articles of Incorporation.

Section 7.03. Nondiscrimination. The Corporation's policy is to comply faithfully with its legal obligations under federal and District of Columbia anti-discrimination law. The Corporation shall not discriminate as to its students, or in any aspect of employment (including hiring, salary, promotion, discipline, termination and benefits), on the basis of race, color, ethnicity, religion, national origin, gender, age, marital status, sexual orientation, or disability.

Section 7.04 Conflict of Interest. Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction, as set forth in the Conflict of Interest Policy.

Exhibit A

CONFLICT OF INTEREST POLICY

ARTICLE I: PURPOSE

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy concerns officers and directors; policies governing employees with respect to conflicts of interest appear in the school's Employee Handbook.

ARTICLE II: DEFINITIONS

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. Financial Interest

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

- c. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- d. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- e. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization 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

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.

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. Procedures for Addressing the Conflict of Interest

- d. 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.
 - e. 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.
 - f. After exercising due diligence, the governing board or committee shall determine whether the Organization 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.
 - g. 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 Organization'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.
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

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

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, 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 which 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
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII: PERIODIC REVIEWS

To ensure the Organization 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 organizations conform to the Organization'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 Organization 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.

3. BOARD OF TRUSTEES PERFORMANCE EXPECTATIONS

PROPOSED PERFORMANCE EXPECTATIONS FOR THE BOARD OF TRUSTEES OF KINGSMAN ACADEMY

Trustees of the board are expected to do the following:

1. Attend no less than 75% of regular Board Meetings (e.g. must attend 5 of 6 meetings).

In preparation for each meeting, Board trustees are expected to read the material sent by the Committees, board chair or school staff. Trustees should come prepared to ask questions and make comments. It is also helpful to stay informed of trends and developments in the type of work that the organization performs in order to bring a broader perspective to the meeting. In addition, board trustees need to stay abreast of strong governance practices as they evolve.

2. Chair and/or serve on a standing committee or special project.

Most of the board's work is done by its committees. Such a practice allows individual trustees to become knowledgeable in key areas of the board's work and also reduces the amount of time that the entire board needs to spend on any one issue or set of issues. Committees allow for intensive attention by trustees on all key issues. Standing Board committees include: Executive, Governance/Nominating, Finance, and Education Mission/ Student Outcomes. Task force and Ad hoc committees include: Audit (permanent) and Executive Search Committee.

3. Make a personal and if possible business contribution to the organization's annual operating needs.

One of the key requirements for an organization seeking funds from a foundation, corporation, individual or government entity is whether 100% of its Board makes a financial contribution to the organization. A financial contribution by each trustee shows a significant level of commitment by the Board and instills confidence in the funder in making its own financial commitment to the organization. Board trustees will be asked to make a contribution commensurate with their ability at least once a year.

Additionally, Board trustees are strongly encouraged to do the following:

- Secure at least three financial contributions for the organization from individuals, foundations, businesses or civic organizations.
- Participate in or attend significant program activities (e.g. graduation, gala).

- Spend at least ½ day each year at the school observing classes and school programs
- Recommend at least one candidate for Board membership to the Board Development Committee.
- Secure a volunteer, in-kind service or material goods for the organization.
- Attend some recommended board training programs, such as PCSB-sponsored sessions.

Other expectations of a trustee:

1. A trustee actively supports and promotes the school's mission.
2. A trustee is knowledgeable about the school's mission, goals, and governing documents as well as current operations and issues.
3. A trustee attends meetings well prepared and participates fully in all matters.
4. The board sets policy; the administration implements policy. An individual trustee does not become involved in specific management, personnel, or curricular issues.
5. A trustee accepts and supports board decisions and maintains the confidentiality of the private information of the organization, staff, students and families, and other board members.
6. A trustee guards against conflict of interest, whether business-related or personal. The trustee takes care to separate the interests of the school from the specific needs of a particular child or constituency.
7. A trustee has the responsibility to support the school and to demonstrate that support within the community.
8. Authority is vested in the board as a whole. A trustee who learns of an issue has the obligations to bring it to the head of school, or to the board chair, and must not deal with the situation individually.
9. A trustee contributes to the development program of the school, including financial support and active involvement in annual and capital giving.
10. Each trustee, as well as the treasurer and finance committee, has responsibility for oversight of the financial stability of the school, including discussion and approval of Kingsman Academy's budget.

11. A trustee participates in hiring and periodic evaluation of Kingsman Academy's Executive Director.
12. A trustee contributes to both board and leadership succession planning.
13. A trustee participates actively in assessing Kingsman Academy's performance and setting its strategic goals and objectives.
14. A trustee fulfills commitments agreed to in board meetings.

Kingsman Academy agrees to provide each member of the board with the following:

1. Access to the management of Kingsman Academy, as needed for proper operation of the board;
2. Ample notice of all meetings;
3. Meeting materials well in advance of scheduled meetings;
4. Minutes of all board meetings;
5. Relevant information to conduct his or her job as a board member;
6. To the extent allowed by law, indemnification from liability for a board member's reasonable and necessary actions;
7. Reimbursement for reasonable expenses in conducting and attending to Kingsman Academy board business;
8. D&O insurance liability coverage;
9. Respect for his or her time;
10. The use of his or her talent effectively.

4. CODE OF ETHICS

PROPOSED CODE OF ETHICS FOR THE BOARD OF TRUSTEES OF KINGSMAN ACADEMY

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the District of Columbia Municipal Regulations to adopt a code of ethics consistent with the provisions of the Washington D.C. School Reform Act of 1995 (amended 1996, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby

the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

5. DISCIPLINE POLICY

KINGSMAN ACADEMY PROPOSED CODE OF CONDUCT

The primary objective of the Code of Conduct at Kingman Academy is to create a safe environment where students can succeed academically and develop positive behaviors that will assist them throughout their lives. By establishing and enforcing a progressive, developmentally appropriate plan to promote positive behavior, Kingman Academy students will learn self-discipline, responsibility and respect for themselves and those around them.

The code of conduct is based on four expectations. Kingman Academy students will demonstrate:

- Respect for themselves
- Respect for others
- Respect for learning
- Respect for the environment

Alternative Learning Classroom (ALC)

Students may be placed in ALC for one or more class periods, a full day or several days. Placement in ALC means that a student is removed from the regular classroom setting and is assigned to a location away from his/her classmates. Class assignments will continue to be provided to the student. The student's parent/guardian will be notified when a student is assigned to attend ALC for at least a half-day and a conference between parents/guardians and faculty and staff members may be required before the student is allowed to return to class. The necessity of such conference shall be determined at the discretion of school administration.

Bullying Policy

Bullying is any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that may be based on a person's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity/expression, genetic information, disability or any other distinguishing characteristic or based on association with a person or group with any of the actual or perceived characteristics listed above. It is directed towards an individual and has or can be reasonably predicted to have one or more of the following effects:

- Placing the individual in reasonable fear of physical harm to the individual's person or property;
- Causing a substantially detrimental effect on the individual's mental or physical health;
- Substantially interfering with the individual's academic or job performance;
- Substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Retaliation for reporting of a possible bullying incident will also be considered bullying under this policy.

In the interest of preserving the safety of the students and staff at Kingman Academy bullying and cyber-bullying are taken very seriously. These behaviors are prohibited at Kingman Academy, both on campus and at any Kingman Academy events, and perpetrators will be subject to disciplinary action. Any individual who feels he/she has been the victim of any of these acts should report the incident to his or her Dean of Students or another administrator.

Reporting a Bullying Incident

Students are encouraged to report any incidents of bullying in which they were involved or witnessed to a teacher or administrator. Students may submit an anonymous report by leaving a note for a teacher or administrator, but no formal response can be taken solely on the basis of an anonymous report.

Investigation

All reports of bullying will be promptly investigated by the Deans of Students, under the direction of Director of Student Affairs. When a bullying incident is reported, Kingman Academy will take the following steps:

- The appropriate Dean of Students will meet with the student who was bullied. In this conversation, the Dean will find out what happened, how long it has been going on, and the impact on this student. The Dean will also determine the best way to support the student, including, but not limited to, referring the student to a member of the clinical staff.
- The Dean will then investigate the claim by talking to witnesses (including any staff that may have witnessed the incident) and the student who did the bullying.
- The Dean will continue conducting interviews until there is a clear picture of what happened.

- If the Dean determines that the incident was bullying he/she will then meet again with the student who bullied to discuss consequences. The consequences will be designed to meet the individual needs of this student in order to prevent the behavior from recurring and to ensure that he/she has support in the effort to change the pattern of behavior. Possible consequences include:
 - Informal talk
 - Parent conference
 - Referral to clinical services
 - Loss of privileges
 - Community service
 - Discipline conference
 - Lunch or after school detention
 - Alternative Learning Classroom (1 day)
 - Alternative Learning Classroom (1-10 days)
 - Out of school suspension (3-10 days)
 - Discipline conference to discuss placement
- If the Dean concludes that there was not a bullying incident, he/she will meet again with the student who felt that he/she was bullied to discuss the incident and to determine the appropriate ways to support this student.
- Note: even if it is determined that the incident was not bullying, there still may be consequences assigned. Disrespect towards others, physical threats, and other behaviors are violations of the Kingman Academy Code of Conduct even if they do not amount to bullying.
- After the investigation is complete, the parents of both students will be contacted to explain the situation and to discuss strategies to support both students.

Appeals Process

Any student or family may appeal the decision made in a bullying investigation (or in any other discipline-related case). To file an appeal, the family must submit their complaint in writing to the Director of Student Affairs or the Executive Director within 5 school days of the decision. The Executive Director will review the facts of the case and the results of the

investigation and will make a final decision. If the investigation resulted in a suspension or the expulsion of a student, the appeal will go to the Receiver who will make the final decision.

Code of Conduct Categories and Violations

In the event that students violate the Code of Conduct, faculty and staff members will engage cooperatively with students and parents/guardians to address and solve behavioral concerns. Violations of the Code of Conduct may, however, also result in consequences. Kingman Academy has a progressive discipline policy whereby consequences escalate as behaviors recur or increase in severity.

All disciplinary issues are handled on a case-by-case basis and determination of the level of an infraction and the appropriate consequence is at the sole discretion of the Kingman Academy faculty and staff members. The following, however, provides general guidance into the categorization of violations:

Category I Violations

Category I violations include, but are not limited to, the following:

- Using profanity;
- Disruptive behavior;
- Horseplay;
- Disrespect to staff or other students;
- Failure to follow directions the first time;
- Uniform violations;
- Excessive noise in the classroom, hall, or building;
- Running in the classroom, hall, or building;
- Use of school electronic devices (phones, laptops, e-readers, tablets, etc.) without permission; and
- Offensive gestures (non-sexual or threatening).

If a student is found to have committed a Category I violation, the following disciplinary measures may be taken at the discretion of Kingman Academy faculty and staff members:

- Informal talk;

- Teacher or staff member/student conference;
- Detention;
- Parent/guardian notification and conference;
- Counseling/intervention;
- Loss of school privileges and a violation of good standing; and
- School/community work tasks.

Category II Violations

Category II violations include, but are not limited to:

- Destruction of school or personal property valued at less than \$500;
- Disrespect to staff or other students;
- Failure to attend ALC or class during the regular school day;
- Forging passes (including but not limited to bathroom, library, nurse, etc.);
- Gambling;
- Lying or giving misleading information to school staff;
- Non-threatening verbal altercations;
- Offensive gestures that are sexual or threatening;
- Repeated disruptive behavior;
- Repeated refusal to follow instructions given by staff;
- Repeated uniform violations or refusal to fix a minor uniform issue in a timely manner;
- Skipping class;
- Insubordination or refusal to comply with school personnel; and
- Use of school electronic devices (phones, laptops, e-readers, tablets, etc.) to access inappropriate content.

If a student is found to have committed a Category II violation, the following disciplinary measures may be taken at the discretion of Kingman Academy faculty and staff members:

- Informal talk;
- Parent conference;
- Referral to clinical services;
- Loss of privileges;
- Community service;
- Discipline conference;
- Lunch or after school detention;
- Alternative Learning Classroom;
- Out of school suspension;
- Discipline conference to discuss placement.

Category III Violations

Category III violations include, but are not limited to:

- Fighting or other violent behavior;
- Threatening behavior;
- Bullying or harassment of students or staff (physical, verbal or electronic);
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of a interfamily offense, or place of residence or business, including derogatory sexual language;
- Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs);
- Threatening (verbal or non-verbal);
- Extortion;
- Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students or staff. This includes posting material on the internet or sending material electronically (via email or cell phone);

- Participation in activities or association with groups that threaten the safety of students or staff (gang affiliation or conduct in neighborhood “crews” or other similar groups);
- Hazing;
- Tampering with or pulling fire alarm and using extinguishers in non-emergency situations;
- Activating a false alarm;
- Truancy;
- Unauthorized possession, use or distribution of over the counter or prescription medication;
- Engaging in sexual acts on school premises or school related functions;
- Throwing objects that may cause injury or damage to property;
- Destruction of school or personal property valued at greater than \$500;
- Theft on/off school grounds;
- Trespassing;
- Possession, sale, distribution or use of drugs, alcohol, cigarettes or other prohibited items;
- Possession, sale, distribution or use of drug paraphernalia such as: lighters, pipes, rolling papers, clips, etc.;
- Possession, sale, distribution or use of any substance as a drug (may include, but not limited to: inhalants, prescription medications, cough syrup, etc.);
- Possession, sale, distribution or use of tobacco products;
- Possession, sale, distribution or use of flammable products such as matches, lighters, lighter fluid, torches, etc.;
- Possession of mace or pepper spray;
- Possession or use of any item that can be used as a concealed weapon;
- Possession of weapons or other prohibited items on school property;

- Possession of any item that can be used as a weapon (e.g. knife, dagger, box-cutter, screwdriver, etc.) whether or not the item was used as a weapon or intended as a weapon;
- Possession of any firearm (e.g. gun, BBgun, rifle) or item that meets the criteria of “Other firearm” (see below);
- Sexual misconduct, sexual harassment, lewd or indecent public behavior;
- Arson, biohazard or bomb threats;
- Repeated Category I and II violations of the Code of Conduct;
- Criminal act on/off school grounds;
- Failure to follow school visitor policy;
- Leaving the school premises or a school-sanctioned activity without permission;
- Any behavior or other conduct not specifically enumerated in any other Category in this chapter that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others;
- Violation of Disciplinary Probation or a Final Probation Contract;
- Possession of any item that is considered an Other firearm, This includes incidents in which one or more students possessed or brought another type of firearm not named above, including zip guns, starter guns, and flare guns to school. As defined by the Gun Free Schools Act, other firearms include:
 - Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
 - The frame or receiver of any weapon described above;
 - Any firearm muffler or firearm silencer;
 - Any destructive device, which includes:
 - Any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device.

- Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
- Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

If a student is found to have committed a Category III violation, the following disciplinary measures may be taken at the discretion of Kingman Academy faculty and staff members:

- Parent conference
- Referral to clinical services
- Community service
- Discipline conference
- Alternative Learning Classroom
- Out-of-school suspension
- Discipline conference to discuss placement
- Expulsion
- Involuntary withdrawal

Discipline

Kingman Academy's success, and the success of its teachers, staff and students, depends on an atmosphere that supports learning. Kingman Academy is a place for learning and getting along together. Student behavior that advances learning is encouraged, while behavior that detracts from learning has no place in the school. Accordingly, Kingman Academy has established a disciplinary system that recognizes students for positive conduct in the school and flags students for negative or disruptive conduct. The school-wide disciplinary system is designed to help student's behavior conform to a positive learning environment. The disciplinary process identifies and attempts to remediate student conduct that interferes or disrupts the work of the school. For a more detailed description of this process, please see the section on the Code of Conduct.

Expulsion

Expulsion is the permanent withdrawal of the student from Kingman Academy. If the school administration believes that a student has committed an infraction that necessitates expulsion, the following steps will be taken:

- School administration will notify, in writing and via telephone, the parents/guardians of (i) the offense perpetrated by the student, (ii) the school's decision to expel the student and (iii) the date and time of the expulsion meeting.
- The student will be assigned a 10-day Out-of-School Suspension pending an expulsion. A meeting will be set by the end of the 10th day for the student, parent/guardian, Executive Director and Director of Student Affairs.
- If the student has an IEP, the IEP team will hold a Manifestation Meeting during the Out-of-School suspension period to (i) determine if the student's behavior was a direct result of the student's disability, and (ii) discuss appropriate steps for the student.
- The parent/guardian will have 5 business days from the date of the infraction to respond in writing to the school's decision to suspend the student.
- The parent/guardian may file an appeal. The court appointed Receiver shall evaluate and judge all appeals with assistance and input from the Executive Director.
- The Receiver's decision regarding expulsion will be disclosed to the student's parent/guardian at the meeting on the 10th day. A parent/guardian must attend this meeting or the appeal will automatically be denied and the student will be expelled.

Refusal to Comply with School Personnel

Students are expected to comply with all reasonable requests made by school personnel. Student refusal to comply constitutes an admission of fault and/or guilt. Those who choose not to comply will receive consequences commensurate with the Code of Conduct violation of which they have been accused. For example, if a student is asked to report to a designated location by school staff and he/she refuses, the student has committed an act of insubordination.

Suspension

If a student is suspended, he or she is removed from the school for a period of up to 10 school days. During this time, class work will be provided to the student and the student must complete such work to the satisfaction of his or her teachers in order to return to school.

During any suspension, the student is not permitted on school grounds or at school functions. When a student is suspended, the parent/guardian will be given written notice containing the reasons for and the length of the suspension. A conference between parents/guardians and faculty and staff members may be held before the student returns to class.

6. ASSURANCES FORM

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

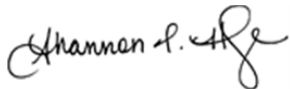
1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a PCS. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public PCS school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public PCS School Board. (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 PCS 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 PCS 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 PCS. (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 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 of Authorized Certifying Official			
Name (Printed)	Shannon T. Hodge	Title	Executive Director, Options PCS
Name of Proposed School	Kingsman Academy PCS	Date	September 8, 2014

1. CURRICULUM SAMPLE

Key Teaching and Learning leaders and staff members will work collaboratively with the Student Support, Programs, and, where applicable Student Affairs leaders, to design and develop a new Kingsman Academy curriculum.

The curriculum development process will begin in Spring 2015, by examining early outcomes and lessons learned from 2014-15 curriculum implementation at Options' public PCS school. During this review, the Core Team (the director of teaching and learning, the director of student support, the director of academic wellness, the director of special education, the director of programs/CTE, and instructional specialists) will also work with an external curriculum expert to develop an overall curriculum framework. This framework will be designed to ensure that Common Core standards (and aligned formative assessments) are embedded throughout the curriculum; that resources and instructional methods are aligned to Universal Design for Learning principles; and that research-based, effective tiered interventions and supports have been identified to meet the needs of students with disabilities and struggling learners.

During late spring and early summer 2015, curriculum development teams will build year-long curriculum maps and unit plans. Skilled teachers will work collaboratively in teams by subject (led by members of the Core Team) to develop maps and unit plans by subject for each grade level. Sample lesson plans will be developed during this time period as well.

Final lesson plans will be developed by classroom teachers, with support from Core Team members. Teachers will develop key lesson plans during the Summer Institute, held two weeks before the start of the 2015-16 school year and will refine and adapt lesson plans over the course of the school year with support from Core Team Members.

The following pages provide a sample course curriculum for grade 11 ELA and a unit sample.

Sample Curriculum for 11th Grade ELA

Length of Unit	Standard and Unit	Objective	Instructional Methods	Sample Formative Assessment	Materials/ Resources
4 weeks	<p><u>Unit One: The New World Reading Literature</u></p> <p>RL. 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL. 11-12. 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> Students will identify emerging themes in early American literature, such as a "new Eden," "salvation," and "cooperation and conflict." Students will explain the First Great Awakening and how it affected religious belief in Colonial America. Students will identify and explain elements of Puritan literature. Students will compare and contrast the experiences of America's earliest settlers, as conveyed through primary source documents and literature of the Colonial period. Students will explain the role of religion in early American life. Students will write an analysis of John Proctor from The Crucible as a tragic hero by comparing him to other tragic heroes. 	<p>UDL Delivery Methods:</p> <p>Coaching</p> <p>Informal assessment</p> <p>Reader's and Writer's Workshops</p> <p>Presentation</p> <p>Learning centers</p> <p>Teacher-directed</p> <p>Q&A</p>	<p><u>Reading Informational Text, Argument Writing</u></p> <p>After reading excerpts from "Sinners in the Hands of An Angry God," write an argument that explains why you think early settlers were persuaded by Edwards's sermon. Note evidence from the text to support your thesis. (RL.11-12.1, RL.11-12.2, W.11-12.1)</p> <p><u>Reading Literature, Argument Writing Seminar:</u> "Does Anne Bradstreet's work typify or differ from the other Puritan literature that you have read?" Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.9, W.11-12.9, SL.11-12.1)</p> <p><u>Speaking and Listening</u></p> <p>Reflect on seminar questions, take notes on your responses in your</p>	<p>1. Smartboard with LCD projector to display anchor videos</p> <p>2.Textbooks (e-readers) to read the passages</p> <p>3.Internet and computer to respond on the blog.</p> <p>LITERARY TEXTS Poems</p> <p>"An Hymn to the Evening" (Phillis Wheatley)</p> <p>"On Being Brought from Africa to America" (Phillis Wheatley)</p> <p>"The Day of Doom" (Michael Wigglesworth)</p> <p>"To His Excellency General Washington" (Phillis Wheatley)</p> <p>"To My Dear and Loving Husband" (Anne Bradstreet)</p>

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Length of Unit	Standard and Unit	Objective	Instructional Methods	Sample Formative Assessment	Materials/ Resources
	<p>RL.11–12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Reading Informational Text RI.11–12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11–12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11–12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,</p>	<ul style="list-style-type: none"> Students will actively participate in seminars that stem from analysis of text. Students will identify, explain and evaluate the effectiveness of rhetorical devices used in "Sinners in the Hands of an Angry God" 		<p>journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, RL.11-12.10, SL.11-12.1)</p>	<p>"Upon a Spider Catching a Fly" (Edward Taylor) "Huswifery" (Edward Taylor) "Upon the Burning of Our House" (Anne Bradstreet) Plays The Crucible (Arthur Miller)</p> <p>INFORMATIONAL TEXTS Autobiography A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Mary Rowlandson) Non-Fiction A Key into the Language of America (Roger Williams) (excerpts) Of Plymouth Plantation (William Bradford) (excerpts) "The Negro Artist and the Racial</p>

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	<p>analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI.11–12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>				<p>Mountain” (Langston Hughes) Speech “Sinners in the Hands of an Angry God” (July 8, 1741) (Jonathan Edwards)</p>

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4 weeks	<p>Unit Two: A New Nation Reading Informational Text RI.11–12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11–12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Mad</p> <p>RI.11–12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11–12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power,</p>	<ul style="list-style-type: none"> Students will identify defining themes in American literature, such as "American exceptionalism." Students will identify and explain the historic and literary significance of America's founding documents Students will analyze how tone is established in persuasive writing Students will analyze the use of literary elements in persuasive writing. Students compare and contrast points of view in arguments presented on related issues Students will analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices). Students will apply knowledge of effective arguments when writing one of your own. Students will decide which founding documents are still influential in today's society. 	UDL Delivery Methods: Testing Providing directions Modeling Discussion Lecture Reader's and Writer's Workshops Hands-on experiences Providing opportunity for practice Reader's and Writer's Workshops	<p>Language Usage Examine one of the founding documents for variety in sentence structure. (Teacher will select passages and highlight three sentences.) With guidance from your teacher, diagram the three highlighted sentences. Then rewrite each sentence in "contemporary" prose. (L.11-12.3)</p> <p>Argument Writing Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication. (W.11-12.1, W.11-12.9b)</p> <p>Art, Speaking and Listening</p>	<p>1. Smartboard with LCD projector to display anchor videos</p> <p>2.Textbooks (e-readers) to read the passages</p> <p>3.Internet and computer to respond on the blog.</p> <p>LITERARY TEXTS Poems "The Star-Spangled Banner" (Francis Scott Key)</p> <p>INFORMATIONAL TEXTS Autobiographies The Interesting Narrative of the Life of Olaudah Equiano; excerpts (Olaudah Equiano) The Autobiography of Benjamin Franklin; excerpts (Benjamin Franklin)</p>

	<p>persuasiveness, or beauty of the text.</p> <p>RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).(defines faction in Federalist No. 10).</p> <p>RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Writing</p> <p>W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Students will produce a research paper properly formatted in MLA style that analyzes a founding document and the lasting impressions of that source in America today. 		<p>Examine the artworks listed. How did artists portray historical figures and events from the founding of America? Why might an artist choose to depict such events or figures? Examine each artwork for imagery detailing the founding of America and identify ways in which artists use history for inspiration. In addition, compare the Leutze and Trumbull paintings. How does the artist share each narrative with you? What visual clues lead you to discover what is happening in each scene? Why might these paintings inspire viewers during the time period as well as future viewers? (SL.11.2, SL.11.3)</p> <p><u>Reading Informational Text, Argument Writing</u></p> <p>Do the Declaration of Independence and the Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to</p>	<p>Nonfiction</p> <p>Common Sense or The Crisis (Thomas Paine)</p> <p>Declaration of Independence (Thomas Jefferson)</p> <p>Federalist No. 10 (James Madison)</p> <p>Letters from an American Farmer (J. Hector St. John de Crèvecoeur) (selections)</p> <p>Preamble to the Constitution and the Bill of Rights (E)</p> <p>"The Way to Wealth," Poor Richard's Almanack (Benjamin Franklin) (selections)</p> <p>Speeches</p> <p>"Farewell Address" (George Washington) (E)</p> <p>"What to the Slave Is the Fourth Of July? An Address Delivered in</p>
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	<p>W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.9: Draw evidence form literary or informational texts to support analysis, reflection, and research. Speaking and Listening</p> <p>SL.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,</p>		<p>get feedback from your classmates. (RI.11-12.9, W.11-12.9b, SL.11-12.1)</p> <p><u>Research, Reading Literature, Reading Informational Text, Informative Writing</u></p> <p>Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11-12.1, W.11-12.7, W.11-12.8,</p>	<p>Rochester, New York, on 5 July 1852" (Frederick Douglass) (E)</p> <p>"Aint I a Woman?" Sojourner Truth</p> <p>Speech to the Virginia Convention (March 20, 1775) (Patrick Henry) (E)</p> <p>ART, MUSIC, AND MEDIA</p> <p>Art</p> <p>Auguste Couder, Siège de Yorktown (ca. 1836)</p>
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				W.11-12.9, SL.11-12.5, RI.11-12.7).1)	
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Length of Unit	Standard and Unit	Objective	Instructional Methods	Sample Formative Assessments	Materials/ Resources
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4 weeks	<p>Unit Three: American Romanticism Reading Literature RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Reading Informational Text RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text</p>	<ul style="list-style-type: none"> Students will define the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism). Students will define transcendentalism as an aspect of American romanticism and explain how the two differ. Students will trace characterization techniques in American romantic novels. Students will analyze the structure and effectiveness of arguments in transcendentalist essays studied. Students compare and contrast points of view in arguments presented on related issues Students will analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices). Students will apply knowledge of effective arguments when writing one of their own. 	<p>UDL Delivery Methods:</p> <p>Coaching</p> <p>Informal assessment</p> <p>Teacher-directed</p> <p>Q&A</p> <p>Testing</p> <p>Providing directions</p> <p>Modeling</p> <p>Reader’s and Writer’s Workshops</p>	<p>Reading Literature, Speaking and Listening Students will be given a passage they have not seen before from one of the other works by Hawthorne or Melville (teacher’s choice) and asked to provide a ten-minute commentary on two of the following questions:</p> <ul style="list-style-type: none"> What is the primary significance of this passage? Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. Which poetic techniques in this poem or extract are typical of the writer? What are the effects of the dominant images used in this work? What do you think the important themes in this work are? <p>Record your commentary using a video camera so you can evaluate how well you answered the questions. (RL.11-12.1, SL.11-12.4, SL.11-12.6)</p>	<ol style="list-style-type: none"> Smartboard with LCD projector to display anchor videos Textbooks (e-readers) to read the passages Internet and computer to respond on the blog. <p>LITERARY TEXTS Novels The Scarlet Letter (Nathaniel Hawthorne)</p> <p>Poetry “Annabel Lee” (Edgar Allan Poe) “Because I could not stop for Death” (Emily Dickinson) “I Hear America Singing” (Walt Whitman) “Song of Myself” (Walt Whitman) “The Raven” (Edgar Allan Poe) “This is my letter to the World” (Emily Dickinson)</p>
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	<p>says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><u>Writing</u> W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.9: Draw evidence form literary or informational texts to</p>			<p><u>Reading Literature, Argument Writing</u> Do the Scarlet Letter and Moby Dick share similar themes? Why or why not? Use at least three pieces of textual evidence to support your argument. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.11-12.9, W.11-12.9b, SL.11-12.1)</p>	<p>Short Stories "Rappaccini's Daughter" (Nathaniel Hawthorne) "The Legend of Sleepy Hollow" (Washington Irving) "The Fall of the House of Usher" (Edgar Allan Poe)</p> <p>INFORMATIONAL TEXTS Essays "Civil Disobedience" (Henry David Thoreau) "Self-Reliance" (Ralph Waldo Emerson)</p> <p>Nonfiction •Walden; or, Life in the Woods (Henry David Thoreau)</p>
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	<p>support analysis, reflection, and research.</p> <p><u>Speaking and Listening</u></p> <p>SL.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>				
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4 weeks	<p><u>Unit Four: A Troubled Young Nation</u> Reading Literature RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,</p>	<ul style="list-style-type: none"> Students will determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, "individual vs. society," and "civilized society" vs. the wilderness). Students will compare the treatment of related themes in different genres (e.g., The Adventures of Huckleberry Finn and Narrative of the Life of Frederick Douglass, an American Slave). Students will explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case. 	UDL Delivery Methods: Coaching Informal assessment Presentation Learning centers Teacher-directed Q&A Providing directions Lecture Hands-on experiences	<p><u>Reading Literature, Argument Writing Seminar:</u> Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.9, SL.11-12.1, W.11-12.9)</p> <p><u>Reading Literature, Informative Writing (Independent)</u> Edith Wharton, Charlotte Perkins Gilman, and Kate Chopin are often referred to as feminist authors. Their protagonists are usually women, and their conflicts are frequently with men. Read two of the</p>	<p>1. Smartboard with LCD projector to display anchor videos</p> <p>2.Textbooks (e-readers) to read the passages</p> <p>3.Internet and computer to respond on the blog.</p> <p>LITERARY TEXTS Novels The Adventures of Huckleberry Finn (Mark Twain)</p> <p>Short Stories "The Celebrated Jumping Frog of Calaveras County" (Mark Twain)</p>

	<p>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. Reading Informational Text</p> <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Writing</p> <p>W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Students will produce a research paper properly formatted in MLA style that analyzes a founding document and the lasting impressions of that source in America today. 	<p>Providing opportunity for practice</p> <p>Reader's and Writer's Workshops</p>	<p>following stories: "Roman Fever" by Edith Wharton, "The Yellow Wallpaper" by Charlotte Perkins Gilman, and "The Story of an Hour" by Kate Chopin. Then, write an informative/explanatory essay in which you explore how the positioning of the women protagonists in the stories exposes the authors' views of women in society. (Extension: For further literary analysis upon which students may draw, they can read "'The Yellow Wallpaper' and Women's Discourse" by Karen Ford and/or "'I Had Barbara': Women's Ties and Wharton's 'Roman Fever'" by Rachel Bowlby.) (RL.11 -12.1, RL.11-12.2, RL.11-12.3, RI.11-12.1, RI.11-12.2, RI.11-12.3, W.11-12.2)</p> <p><u>Reading Literature, Informative Writing</u></p> <p><u>Seminar:</u> How does Mark Twain address the issue of slavery in The Adventures of Huckleberry Finn? Use at least three pieces of textual evidence to support an original thesis</p>	<p>INFORMATIONAL TEXTS</p> <p>Autobiographies Up From Slavery: An Autobiography (Booker T. Washington) Speeches "Ain't I a woman" (Sojourner Truth) What is the fourth of July to a Slave (Frederick Douglass)</p> <p>ART, MUSIC, AND MEDIA</p> <p>Spirituals "All God's Children Had Wings" (Traditional) "Go Down, Moses" (Traditional) "I Thank God I'm Free at Last" (Traditional) "Lift Every Voice and Sing" (James Weldon Johnson) (E) "Promises of Freedom" (Traditional) "Swing Low, Sweet Chariot" (Traditional)</p> <p>Art</p>
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	<p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking and Listening</p> <p>SL.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>			<p>statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.6, W.11-12.2, W.11-12.9)</p>	<p>•Winslow Homer, A Visit from the Old Mistress (1876)</p> <p>Film</p> <p>•Ed Bell and Thomas Lennon, dir., "Unchained Memories" (2003)</p>
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4 weeks	<p>Unit Five: Emerging Modernism Reading Literature RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>RL.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> Students will define and explain the origins of the Harlem Renaissance. Students will explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors. Students will define and explain the Lost Generation, noting experimental aspects of some works. Students will note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought. Students will identify modernist ideas (using the informational texts). Students will analyze the relationship between modernist style and content. Students will examine evidence of the alienation of "modern man." 	<p>UDL Delivery Methods:</p> <p>Coaching</p> <p>Presentation</p> <p>Teacher-directed</p> <p>Q&A</p> <p>Providing directions</p> <p>Modeling</p> <p>Lecture</p> <p>Providing opportunity for practice</p> <p>Reader's and Writer's Workshops</p>	<p><u>Reading Poetry, Poetry Writing</u> Conduct a close reading of Langston Hughes's "Ardella," "Dream Variations", "Refugee in America" and "Harlem," identifying Hughes's use of metaphors to depict ideas. After reading the poems, compose your own poem in response to Hughes's ideas and vision. Use a metaphor that depicts your perception of Hughes (e.g., "Hughes, a fearless lion / roaring whispers of distant memories"). (RL.11-12.10, W.11-12.3d)</p> <p><u>Art, Speaking and Listening</u> Examine and discuss the paintings by Hartley, Dove, Stieglitz and Demuth. Do you see modernism emerging in these works? Can you make any fruitful comparisons with the way modernism emerges in the works you are reading? What new stylistic developments do you see in the paintings? What do we mean when we talk about modernists creating "art for art's sake"? For instance, compare the Hartley, Dove, and Demuth</p>	<p>1. Smartboard with LCD projector to display anchor videos</p> <p>2.Textbooks (e-readers) to read the passages</p> <p>3.Internet and computer to respond on the blog.</p> <p>Literary Texts</p> <p>Drama Fences (August Wilson) Novels The Great Gatsby (F. Scott Fitzgerald) Short Stories Winter Dreams (F. Scott Fitzgerald) Dust Tracks on the Road (Zora Neale Hurston)</p> <p>Poetry "The Love Song of J. Alfred Prufrock" (T.S. Eliot) "Poetry" (Marianne Moore)</p>
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	<p>RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Reading Informational Text RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Writing W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.11-12.5: Develop and strengthen writing as needed by</p>			<p>paintings. To what extent do you think these painters were interested in painting a mountain (Hartley), a goat (Dove), and silos (Demuth) versus experimenting with the possibilities of paint, space, and line? What role do you think fine art photography (see the Stieglitz image) might have played in the transition of painting away from a primary focus on depiction? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)</p> <p><u>Reading Poetry, Argument Writing</u> How do the poems of this unit—especially Hughes, McKay, Cullen, Toomer, and Bontemps—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? Organize textual evidence to support your position. (RL.11-12.2, SL.11-12.4, W.11-12.1)</p> <p><u>Reading Informational Text, Reading Literature, Informative Writing</u> In "Towards a Definition of American Modernism,"</p>	<p>"Harlem" (Langston Hughes) "Ardella" (Langston Hughes) "The Negro Speaks of Rivers" (Langston Hughes) "Dream Variations" (Langston Hughes) "Refugee in America" (Langston Hughes) "Tropics in New York" (Claude McKay) "From the Dark Tower" (Countee Cullen) "A Black Man Talks of Reaping: (Arna Bontemps) "Storm Ending" Jean Toomer</p> <p>Art Alfred Stieglitz, From the Back Window, 291 (1915) Arthur Dove, Goat (1934) Charles Demuth, My Egypt (1927)</p>
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	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9: Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language</p> <p>L.11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p> <p>L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase</p>		<p>Daniel Joseph Singal notes that novelists like F. Scott Fitzgerald and Ernest Hemingway (among other American writers) "chronicled the disintegration of modern society and culture, but [their] primary concern ... was somehow 'to make the world re-cohere'" (p. 20). Write an informative/explanatory essay in which you consider Singal's words as you examine Fitzgerald's or Hemingway's social-political critique of the modern world. You may discuss one or both authors. You must cite evidence from the novels to support your thesis. You must also cite "Towards a Definition of American Modernism" by Singal. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RI.11-12.1, RI.11-12.2, W.11-12.2)</p> <p>Speaking and Listening Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will</p>	<p>Marsden Hartley, Mount Katahdin, Maine (1939-1940)</p>
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	important to comprehension or expression.			<p>refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)</p> <p><u>Reading Literature. Argument Writing Seminar:</u> After reading "The Love Song of J. Alfred Prufrock" and The Great Gatsby, decide whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.5, SL.11-12.4, W.11-12.9a)</p>	
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Length of Unit	Standard and Unit	Objective	Instructional Methods	Sample Formative Assessment s	Materials/ Resources
4 weeks	<p><u>Unit Six: Modernism Reading Literature</u></p> <p>RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic</p>	<ul style="list-style-type: none"> Students will analyze the development of the short story in post-World War II America. Students will trace the development of the Southern Gothic tradition in American literature. Students will distinguish between the two distinct views within the African American literary tradition as represented by Richard Wright and Ralph Ellison. Students will explore the nature of African American literature during the Civil Rights movement following World War II. Students will recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans. Students will explain how the Beat Generation challenged traditional forms and subjects in literature. Students will identify multiple postmodernist approaches to critical analyses of literature. 	<p>UDL Delivery Methods:</p> <p>Coaching</p> <p>Informal assessment</p> <p>Presentation</p> <p>Learning centers</p> <p>Modeling</p> <p>Discussion</p> <p>Lecture</p> <p>Providing opportunity for practice</p> <p>Reader's and Writer's Workshops</p>	<p><u>Reading Informational Text, Reading Literature, Informative Writing</u></p> <p>In his essay "The Content of His Character," Shelby Steele observes that authors Richard Wright and Ralph Ellison, both African Americans, hold vastly different political visions of America. The protagonists of "The Man Who Was Almos' a Man" by Richard Wright and "Flying Home" by Ralph Ellison reflect this philosophical divide. In an informative/explanatory essay, discuss how the authors' opposing visions of America's promise emerge in two stories. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RI.11-12.2, W.11-12.2)</p> <p><u>Reading Literature, Informative Writing</u></p> <p>Seminar: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and/or John Grady Cole. How are they similar? How are they different? Are some more effective than others? Why?</p>	<p>1. Smartboard with LCD projector to display anchor videos</p> <p>2.Textbooks (e-readers) to read the passages</p> <p>3.Internet and computer to respond on the blog.</p> <p>LITERARY TEXTS Novels</p> <p>Invisible Man excerpts (Ralph Ellison)</p> <p>Native Son excerpts (Richard Wright)</p> <p>The Joy Luck Club (Amy Tan)</p> <p>Short Stories</p> <p>The Life You Save May Be Your Own (Flannery O'Conner)</p>

	<p>resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <u>Reading Informational Text</u></p> <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <u>Writing</u> W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> Students will note the influence that postmodernism has had on the “common reader.” 		<p>Use at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts in order to get feedback from your classmates. (RL.11-12.3, W.11-12.2, SL.11-12.1, L.11-12.5)</p> <p><u>Research, Reading Literature, Informative Writing</u></p> <p>Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some sources and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions in order to get feedback from your classmates. (RL.11-12.1, W.11-12.7, W.11-12.8,</p>	<p>Informational Texts Autobiography Black Boy (Richard Wright)</p> <p>Non-Fiction “Letter from a Birmingham Jail” (Martin Luther King, Jr.) “Remembering Richard Wright” (Ralph Ellison) “The Content of His Character” (Shelby Steele)</p>
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	<p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Speaking and Listening</u></p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>Language</u></p> <p>L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word</p> <p>L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>			<p>W.11-12.9, W.11-12.10, RI.11-12.7)</p> <p>Media, Reading Poetry, Oral Presentation</p> <p>Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences the listener's interpretation of the poem (e.g., tone, inflection, pitch, emphasis, and pauses). Record your presentation with a video camera so you can evaluate your performance. (RL.11-12.4, W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)</p> <p>Reading Literature, Oral Presentation</p> <p>Students will be given an unfamiliar passage from a contemporary novel, poem, or short story and asked to provide a ten-minute commentary on two of the following questions:</p> <ul style="list-style-type: none"> •What are the effects of the dominant images used in this extract? •Identify the literary or poetic techniques used in this work. Relate them to the content. •What do you think the important themes in this extract are? 	
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	considering a word or phrase important to comprehension or expression.			(RL.11-12.1, RL.11-12.4, SL.11-12.4)	
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11th Grade American Literature

Unit Two: A New Nation

This four-week unit, the second of six, examines the writers and documents associated with the founding of the new American nation, as well as some of the poetry and other prose of the time.

OVERVIEW

Building on the themes explored in Unit One, students trace the movement toward revolution and the colonists' desire to establish a new government, noting the differences in opinions between federalists and anti-federalists and how their arguments were made. Students compare the radical purpose and tone of the Declaration of Independence to the measured and logical tone of the Preamble to the Constitution and the Bill of Rights. They analyze the expressions of conflict and/or cooperation between colonists and the British government, between colonists and Native Americans, and between colonists and slaves. They begin to recognize the emerging theme in American literature of "American exceptionalism." Works of visual art from the period will be examined for their treatment of similar themes

FOCUS STANDARDS

Reading Literature

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Reading Informational Text

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Mad

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11–12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (defines faction in *Federalist* No. 10).

RI.11–12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

SL.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Language

L.11–12.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11–12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11–12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STUDENT OBJECTIVES

Objective	Blooms Taxonomy
Students will identify defining themes in American literature, such as “American exceptionalism.”	Knowing
Students will identify and explain the historic and literary significance of America’s founding documents	Generating
Students will analyze how tone is established in persuasive writing	Generating
Students will analyze the use of literary elements in persuasive writing.	Organizing
Students compare and contrast points of view in arguments presented on related issues	Generating
Students will analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices).	Analyzing
Students will apply knowledge of effective arguments when writing one of their own.	Analyzing
Students will decide which founding documents are still influential in today’s society.	Evaluate
Students will produce a research paper properly formatted in MLA style that analyzes a founding document and the	Generating

Objective	Blooms Taxonomy
lasting impressions of that source in America today.	

UNIT READINGS

LITERARY TEXTS

- Poems: “The Star-Spangled Banner” (Francis Scott Key)

INFORMATIONAL TEXTS

Autobiographies:

- The Interesting Narrative of the Life of Olaudah Equiano; excerpts(Olaudah Equiano)
- The Autobiography of Benjamin Franklin; excerpts (Benjamin Franklin)

Nonfiction:

- Common Sense or The Crisis (Thomas Paine)
- Declaration of Independence (Thomas Jefferson)
- Federalist No. 10 (James Madison)
- Letters from an American Farmer (J. Hector St. John de Crèvecoeur) (selections)
- Preamble to the Constitution and the Bill of Rights (E)
- “The Way to Wealth,” Poor Richard’s Almanack (Benjamin Franklin) (selections)

Speeches:

- "Farewell Address" (George Washington) (E)
- "What to the Slave Is the Fourth Of July? An Address Delivered in Rochester, New York, on 5 July 1852" (Frederick Douglass) (E)
- “Aint I a Woman?” Sojourner Truth
- Speech to the Virginia Convention (March 20, 1775) (Patrick Henry) (E)

ART, MUSIC, AND MEDIA

Art:

- Auguste Couder, Siège de Yorktown (ca. 1836)
- Emanuel Leutze, Washington Crossing The Delaware (1851)
- Gilbert Stuart, James Monroe (ca. 1820-1822)
- Gustavus Hesselius, Lapowinsa (1735)
- John Copley, Paul Revere (ca. 1768)
- John Trumbull, Declaration of Independence (1819)
- Thomas Pritchard Rossiter, Washington and Lafayette at Mount Vernon (1859)

SAMPLE ACTIVITIES AND ASSESSMENTS

Language Usage

Examine one of the founding documents for variety in sentence structure. (Teacher will select passages and highlight three sentences.) With guidance from your teacher, diagram the three highlighted sentences. Then rewrite each sentence in "contemporary" prose. (L.11-12.3)

Argument Writing

Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication. (W.11-12.1, W.11-12.9b)

Art, Speaking and Listening

Examine the artworks listed. How did artists portray historical figures and events from the founding of America? Why might an artist choose to depict such events or figures? Examine each artwork for imagery detailing the founding of America and identify ways in which artists use history for inspiration. In addition, compare the Leutze and Trumbull paintings. How does the artist share each narrative with you? What visual clues lead you to discover what is happening in each scene? Why might these paintings inspire viewers during the time period as well as future viewers? (SL.11.2, SL.11.3)

Reading Informational Text, Argument Writing

Do the Declaration of Independence and the Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument. Your teacher

may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.11-12.9, W.11-12.9b, SL.11-12.1)

Research, Reading Literature, Reading Informational Text, Informative Writing

Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11-12.1, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.5, RI.11-12.7)

ADDITIONAL RESOURCES

- The Declaration of Independence: "An Expression of the American Mind" (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.5)
- Africans in America (Part 2) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.2)
- Jefferson vs. Franklin: Revolutionary Philosophers (National Endowment for the Humanities) (RI.11-12.1)
- Jefferson vs. Franklin: Renaissance Men (National Endowment for the Humanities) (RI.11-12.5)

TERMINOLOGY

- Anti-federalism
- Aphorism
- Deism
- Federalism
- Heroic couplet
- Maxim
- Natural law
- Salvation
- Separation of church and state

2. SCOPE AND SEQUENCE

Students must earn 24 Credits to graduate and complete 100 hours of community service. To meet this requirement, students must complete:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ELA <i>4 credits required</i>	English I (1 cr.) Honors English I (1 cr.)	English II (1 cr.) Honors English II (1 cr.)	English III (1 cr.) Honors English III (1 cr.)	English IV (1 cr.) Honors English IV (1 cr.)
Math <i>4 credits required</i>	Algebra I (1 cr.) Honors Algebra I (1 cr.)	Geometry (1 cr.) Honors Geometry (1 cr.)	Algebra II (1 cr.) Honors Algebra II (1 cr.)	Pre-Calculus (1 cr.) Consumer Math (1 cr.)
Science <i>4 credits required</i>	Earth Science (1 cr.) Honors Earth Science (1 cr.)	Biology (1 cr.) Honors Biology (1 cr.)	Chemistry (1 cr.) Honors Chemistry (1 cr.)	Physics (1 cr.) Honors Physics (1 cr.)
Social Studies <i>4 credits required</i>	World History I (1 cr.) Honors World History I (1 cr.)	World History II (1 cr.) Honors World History II (1 cr.)	US History (1 cr.) Honors US History (1 cr.)	DC History and Gov't (.5 cr.) Honors DC History and Gov't (.5 cr.) US Gov't (.5 cr.) Honors US Gov't (.5 cr.)
Physical Education & Health <i>1.5 credits required</i>		Health & Physical Education (.5 cr.)	Health & Physical Education (.5 cr.)	Health & Physical Education (.5 cr.)
World Language <i>2 credits required</i>	Spanish I (1 cr.)	Spanish II (1 cr.)		
CTE <i>2.5 credits required</i>	Hospitality, Tourism, and Culinary Arts Sequence (4 cr.) ▪ Early Childhood Sequence (4 cr.) ▪ Employability Skills I (.5 cr.) ▪ Employability Skills II (.5 cr.) ▪ Work-based Learning (.5 cr.) ▪ Computing Essentials (.5 cr.) ▪ Barbering I (1 cr.) ▪ Barbering II (1 cr.) ▪ Cosmetology I (1 cr.) ▪ Cosmetology II (1 cr.) ▪ Sales and Marketing (.5 cr.) ▪ JROTC I (1 cr.) ▪ JROTC II (1 cr.) ▪ JROTC III (1 cr.) ▪ JROTC IV (1 cr.) ▪ Law Enforcement (.5 cr.) ▪ Street Law (.5 cr.) ▪ Constitutional Law (.5 cr.)			
Art <i>.5 credits required</i>	Visual Arts I (.5 cr.) ▪ Visual Arts II (.5 cr.) ▪ Theater Arts I (.5 cr.) ▪ Theater Arts II (.5 cr.)			
Music <i>.5 credits required</i>	General Music I (.5 cr.) ▪ General Music II (.5 cr.) ▪ Drumline (1 cr.) ▪ Chorus (1 cr.) ▪ Band and Orchestra (1 cr.)			
General Elective <i>1.0 credit required</i>				

1. DRAFT EMPLOYEE HANDBOOK

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ACKNOWLEDGEMENTS

Receipt of and Responsibility for Employee Handbook

I, _____, acknowledge receipt of this Employee Handbook (also
print name

referred to as a "Personnel Policy Manual") and that I am responsible for knowing and abiding by its contents. I also understand that this Employee Handbook is Kingsman Academy Public PCS School (Kingsman Academy) property and that it must be returned when I leave this organization.

I further understand that the Employee Handbook **DOES NOT CONSTITUTE A CONTRACT** with Kingsman Academy and that the provisions of this manual may be modified, added to, or eliminated at any time and for any reason at the sole discretion of Kingsman Academy. The same applies to any other Kingsman Academy policy, whether verbal or written. The Employee Handbook can only be authorized by the Board of Trustees of Kingsman Academy.

Unless I have an individual written employment agreement, signed by me and the Executive Director of Kingsman Academy, I understand that my employment is "at-will" and either Kingsman Academy or I may terminate the employment relationship with or without cause at any time and for any reason. I also understand that no Kingsman Academy employee except the Executive Director has authority to modify my "at-will" status. I cannot and will not rely on any verbal statement concerning my present or future employment status or the duration of my employment unless such statement is stated explicitly in writing and signed by me and by the Executive Director of Kingsman Academy.

Signed: _____ Date _____

Responsibility for Mandatory Reporting of Child Abuse, Neglect, or Sexual Violation Concerns

I have received, read, and agree to comply with Kingsman Academy protocols, policies, and procedures for mandatory reporting of and responding to concerns regarding child abuse, neglect, or sexual violation.

Signed: _____ Date _____

EXECUTIVE DIRECTOR'S LETTER

Welcome to Kingsman Academy Public PCS School

Kingsman Academy Public PCS School (Kingsman Academy) provides an individualized and rigorous education in a support environment to prepare students for post-secondary success and responsible citizenship.

Kingsman Academy is firmly committed to selecting and employing the best and most qualified persons for available positions without unlawful discrimination of any kind. Kingsman Academy also recognizes its obligation to provide an overview and introduction for each new employee. This Personnel Policy Manual, which is intended to communicate general guidelines concerning current procedures, will assist in providing an overview and introduction for each new employee. For our current employees, the Personnel Policy Manual is a written source of information concerning policies with which you may already be familiar and some that may be new.

We are glad you decided to come to Kingsman Academy. The commitment and dedication of our faculty and staff are crucial to the success and well-being of our students and to fulfilling our mission. We are very pleased to welcome you as a member of our team.

Best,

[signature]

Shannon T. Hodge

Executive Director

PURPOSE OF THIS HANDBOOK

This handbook was developed to provide general guidance about the expectations and values of Kingsman Academy Public PCS School (Kingsman Academy) as well as about policies regarding hiring, benefits, evaluation, and other aspects of the employer/employee relationship. No handbook can anticipate every circumstance that may arise in the workplace. Furthermore, common sense may dictate that certain policies should be revised or abandoned based upon experience. Therefore, Kingsman Academy reserves the right to revise, rescind, or supplement policies as it deems appropriate. Such revisions may be made at Kingsman Academy Public PCS School's sole discretion and may be made with or without prior notice.

Unless specifically indicated otherwise, all School policies—whether communicated in this manual or through other channels—apply at all School workplaces, including but not limited to the School's main building; fields, out-buildings, and grounds; an employee's home when work is conducted there or School property is used there (e.g., use of a School laptop at an employee's home), or at any location where Kingsman Academy business is conducted on either a regular or ad-hoc basis (e.g., field trips).

This handbook does not confer contractual rights or alter the employment status of any employee. Contract employees are advised that no employment contract with Kingsman Academy is enforceable unless the Executive Director of Kingsman Academy signs it. At-will employees (employees without contracts) are advised that no supervisor, manager, or representative of Kingsman Academy except the Executive Director has the authority to enter into an agreement with you for employment for a specified period or make any promises or commitments that guarantee continued employment.

THE WORK ENVIRONMENT

Nondiscrimination Policy: Equal Opportunity in Hiring and Employment

Kingsman Academy is an Equal Opportunity Employer. The School's EEO policy prohibits discrimination in employment based on race, color, religion, national origin, disability, sex, age, sexual orientation, marital status, or any other basis prohibited by applicable law. Kingsman Academy prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with a disability. Under this policy, equal employment opportunity is required in recruitment, hiring, training and development, promotion, termination, compensation, benefits, and all other terms, conditions, and privileges of employment as required by applicable law.

Any employee who feels that a violation of this policy has occurred should bring the matter to the immediate attention of his or her supervisor. An employee who is uncomfortable for any reason in bringing such a matter to the attention of his or her supervisor shall report the matter to another supervisor, office or division director, human resources representative, or the Executive Director. The School will investigate all such allegations and prohibits any form of retaliation against any employee making such a complaint.

Kingsman Academy also requires our employees to abide by applicable federal and state nondiscrimination laws in their dealings with all members of the Kingsman Academy community—including visitors, vendors, and suppliers.

Employment-at-Will

It is the policy of Kingsman Academy that at-will employment can be terminated at the option of the employee or at the option of Kingsman Academy, with or without cause, at any time and for any reason. No employee or representative of Kingsman Academy other than the Executive Director has the authority to enter into any agreement providing for the employment of any employee for any specified period of time or otherwise modifying this at-will policy. Any such agreement must be explicit, in writing, and signed by the Executive Director.

Interns

Internships are subject to regulation by federal agencies. Furthermore, if an internship were not administered properly, it could create a liability for the School. Therefore, no employee or representative of Kingsman Academy other than the Executive Director has the authority to approve an intern working at or on behalf of the School.

Drug and Alcohol Policy—Drug-Free Workplace

Statement of Policy

It is the policy of Kingsman Academy to create and maintain a drug- and alcohol-free environment in the workplace, as required by the Drug-free Workplace Act of 1988. The

abuse of alcohol or controlled substances (including the misuse or abuse of prescription drugs) or the use of illegal drugs, including but not limited to marijuana, cocaine, heroin, morphine, barbiturates, or amphetamines is inconsistent with the professional and responsible behavior we expect of employees, subjects all employees and visitors to unacceptable safety risks and undermines Kingsman Academy' ability to operate effectively and efficiently.

Therefore, the employees of Kingsman Academy are strictly prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or illegal drugs, as defined above, on Kingsman Academy' premises or while conducting Kingsman Academy business off Kingsman Academy' premises.

Such conduct and/or use of illegal drugs or controlled substances is also prohibited during nonworking time to the extent that it, in the opinion of the management of Kingsman Academy (1) impairs the employee's ability to perform his or her job; (2) affects Kingsman Academy' reputation or threatens its integrity; and (3) jeopardizes the employee and/or others in the workplace. Reporting to work while under the influence of illegal drugs, controlled substances, or alcohol is prohibited.

Employees who are convicted of offenses involving controlled substances or alcohol (including DUI) in the workplace must inform Human Resources within five (5) days of the conviction or plea. Employees who violate any aspect of this policy are subject to disciplinary action, up to and including immediate termination from Kingsman Academy.

An employee who is undergoing medical treatment with any controlled substance that may impair his/her physical or mental ability, even if a licensed physician has legally prescribed it, is strongly advised to report such treatment to her or his immediate supervisor so that an appropriate response can be made in the event of a reaction or emergency. Kingsman Academy will determine whether the employee constitutes a direct threat to himself/herself or others. If so, the employee shall not be permitted to work while undergoing such treatment.

Policy Violations

For any violation of this Drug and Alcohol Policy (including, without limitation, the unlawful manufacture, distribution, dispensation, possession, use or misuse of illegal drugs, alcohol, or controlled substances on Kingsman Academy' premises or while on Kingsman Academy business), Kingsman Academy, in its sole discretion, may subject the offending employee to disciplinary action up to and including immediate termination of employment.

Workplace Violence Prevention Policy

Kingsman Academy is committed to preventing workplace violence and to maintaining a safe work environment. Kingsman Academy has adopted the following guidelines to deal with intimidation, harassment, or other threats of or actual violence that may occur on-site or off-site during work-related activities.

Scope of Policy

All full-time and part-time, active employees are covered under this policy. It also applies to contractors, volunteers, and any other adults serving Kingsman Academy to the full extent to which the School can reasonably enforce the policy with non-employees. By way of example only, employees should report any threatening behavior by adults serving at Kingsman Academy—even if they are not employed by the School—and managers should suspend the contractor's, volunteer's, or other adult's service at the School, if warranted, pending investigation (per the policy below).

Procedures

All employees, students, parents, vendors, business associates, and other stakeholders should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Conduct that threatens, intimidates, or coerces another employee, student, parent, vendor, business associate, or other stakeholder will not be tolerated. Kingsman Academy resources may not be used to threaten, stalk, or harass anyone at the workplace or outside of the workplace. Kingsman Academy treats threats coming from an abusive personal relationship as it does other forms of violence.

Indirect or direct threats of violence, incidents of actual violence, and suspicious individuals or activities should be reported as soon as possible to a supervisor, security personnel, members of Kingsman Academy leadership team, or any member of senior management. When reporting a threat or incident of violence, the employee should be as specific and detailed as possible. Employees should not place themselves in peril, nor should they attempt to intercede during an incident (unless their role at the School, their training, and other School policies require and have prepared them to intervene)

Employees should promptly inform Human Resources of any protective or restraining order that they have obtained that lists the workplace as a protected area. Employees are encouraged to report safety concerns with regard to intimate partner violence. Kingsman Academy will not retaliate against employees making good-faith reports. Employees coping with violence outside the workplace are encouraged (but not required) to contact Human Resources to learn whether the School's life insurance carrier or other provider offers an Employee Assistance Program (EAP) that may be able to offer counseling or other support.

Kingsman Academy will promptly and thoroughly investigate all reports of threats of violence or incidents of actual violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as possible. Option will not retaliate against employees making good-faith reports of violence, threats or suspicious individuals or activities. In order to maintain workplace safety and the integrity of its investigation, Kingsman Academy may immediately suspend employees, contractors, or volunteers suspected of workplace violence or threats of violence, either with or without pay, pending investigation. Employees or others suspended for alleged violation of this

policy shall not have any access to students, faculty, staff, contractors, or other stakeholders, nor shall they be allowed on Kingsman Academy' premises or at School activities. Anyone found to be responsible for threats of or actual violence or other conduct that is in violation of this policy will be subject to prompt disciplinary action up to and including termination of employment or (in the case of a contractor or volunteer) termination of service at and access to the School as well as its students and staff.

If the School's life insurance carrier or other provider offers an Employee Assistance Program (EAP), an employee found responsible for threats of or acts of violence may self-refer to that program, or the School may refer the employee to the EAP as either an optional step or as a condition of disciplinary action up to and including continued employment. Participation in such a program, however, will not replace or exempt an employee from additional disciplinary action. Kingsman Academy encourages employees to bring disputes to the attention of their supervisors or Human Resources before the situations escalate. Kingsman Academy will not discipline employees for raising such concerns in good faith.

School and Employee Property

Kingsman Academy reserves the right to examine, inspect, or search at any time and without notice any and all Kingsman Academy property/workplaces and the contents therein or thereon, including without limitation, Kingsman Academy vehicles (owned or rented), desks, offices, cabinets, lockers, and storage compartments. This policy applies also to electronic devices/networks and to intellectual property, including but not limited to computer hard drives; other electronic devices; the School's servers and Local Area Network; cloud sites; remote-hosted sites; and the School's Web site and related Web-logs ("blogs"). No employee has the right to interfere with or prevent such examinations, inspections, or searches of Kingsman Academy property based on expectations of privacy or otherwise. The School may at administration's sole discretion impound or dispose of any item at School workplaces that administration's reasonably believes either documents a significant violation of School policy or local, state, or federal law, or that undermines workplace safety or integrity. Any items that an employee does not want to have examined, inspected, or searched should not be brought to the workplace. This policy does not, however, require that the School police either its own or employees' property, nor is the School responsible for either the contents or the protection of employee personal property brought to the workplace.

Sexual Harassment and/or Discrimination Prohibition Policy

Statement of Policy

It is the policy of Kingsman Academy to maintain a working environment free from sexual, racial, age-based, religious, ethnic, disability, sexual orientation, and any other form of harassment of any Kingsman Academy personnel or applicant. Such harassment in any manner or form is expressly prohibited. It is the policy of Kingsman Academy that all Kingsman Academy personnel, contractors, and applicants are to be treated in a respectful and professional manner. Also, no individual is to be subjected to any unwelcome conduct

that is or should be known to be offensive because of his or her gender, race, age, religion, ethnicity, disability, sexual orientation, or other protected category. Further, no Kingsman Academy personnel shall engage in unwelcome and offensive conduct towards any individual that is motivated by the individual's gender, race, age, religion, ethnicity, disability, sexual orientation, or other protected category. The term "harassment" in this policy includes conduct which is contrary to this policy, even if it does not meet the legal definitions for harassment.

This policy applies to all employees, volunteers, contract workers, and all applicants for such positions.

All reported or reasonably suspected occurrences of harassment will be investigated in a confidential manner and as promptly and thoroughly as is practicable and necessary. Where harassment has occurred, Kingsman Academy will take appropriate disciplinary and/or other corrective action, up to and including termination.

There will be no retaliation against an individual who has in good faith complained about or reported alleged harassment or who has cooperated with an investigation of alleged harassment.

Types of Sexual Harassment

For purposes of this policy, harassment includes the following:

Hostile Environment Harassment

Hostile environment sexual harassment may occur when there are unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Also, nonsexual conduct that is unwelcome and offensive and which is directed at an individual because of the individual's gender (female or male) may create a hostile environment. Racial, age-based, religious, ethnic, disability, sexual orientation, and other forbidden forms of harassment may occur when there is conduct which is motivated by or relates to an individual's race, age, religion, ethnicity, disability, sexual orientation, or other legally protected characteristics. In all such cases, hostile environment harassment occurs when such conduct is sufficiently severe or pervasive to and does: (1) unreasonably interfere with an individual's work performance, or (2) create an intimidating, hostile or offensive work environment.

"Quid Pro Quo" Sexual Harassment

"Quid Pro Quo" sexual harassment may occur when there are unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when: (1) submission to such conduct is an explicit or implicit condition of employment; or (2) submission to or rejection of such conduct is used as the basis for employment decisions.

Conduct Prohibited by the Policy

Kingsman Academy' policy also prohibits any unwelcome harassing conduct, even if the conduct is not sufficiently severe or pervasive enough to create a hostile environment or is not "quid pro quo" harassment.

It is not possible to list all the conduct that may violate this policy or is otherwise unacceptable. The following are examples only:

- All unwelcome and offensive jokes, stories, comments, or verbal abuse of a sexual, age-based, religious, racial, or ethnic nature, or relating to or motivated by gender, race, age, religion, sexual orientation, or disability.
- Use of any degrading or derogatory words or language to describe or refer to any person, or any harsh or unfair conduct towards another person that is motivated by the person's gender, race, religion, or other protected category.
- The display in the workplace or on Kingsman Academy property of objects or pictures—whether print or electronic—that expressly or implicitly degrade individuals or groups on the basis of race, age, gender, religion, ethnicity, sexual orientation, or disability.
- Offering, promising, or granting preferential treatment to any employee or applicant because of that individual's age, religion, race, ethnicity, gender, sexual orientation, or disability, or as a result of, or in anticipation of, that individual's engaging in or agreeing to engage in sexual or romantic conduct, even if the conduct is consensual.
- Using Kingsman Academy e-mail, voice-mail, or Internet access for any purpose which reasonably is or should be known to be offensive because of its sexual, religious, racial or ethnic content, or its relationship to gender, sexual orientation, or disability. Note: no Kingsman Academy personnel shall use Kingsman Academy equipment to access media sites—including but not limited to Internet Web sites—known to contain material that is sexually prurient or graphic, or that promotes or advocates sexism, racism, or other forms of bigotry based on gender, race, religion, or other protected category. Refer to the technology policy for more information.
- Unwelcome flirtation, sexual advances, propositions, or pressures for sexual favors, and unwelcome inquiries into someone's sexual experience or activity, including but not limited to sexually foul language, leering and whistling, or other unwelcome sexually suggestive conduct.
- Unwelcome and unnecessary physical contact, other than incidental and/or innocuous contact.

Sexual Harassment and/or Discrimination Complaint Procedure

Notification Procedures

Any Kingsman Academy personnel or applicant who feels that he or she is being or has been subjected to harassment or who knows of or suspects the occurrence of harassment should

promptly and in confidence inform his or her immediate supervisor or an Kingsman Academy representative. Alternatively, reports or complaints can be directed to Kingsman Academy' Human Resources department. If for any reason a person does not feel comfortable reporting to one of these individuals, that person should report the matter to any Kingsman Academy supervisor.

In addition, all management and supervisory personnel at Kingsman Academy have an affirmative duty to report promptly to one of the individuals designated above any harassment that they observe, that is made known to them by others, or that they reasonably suspect has occurred.

Investigation Procedure

All reported occurrences of harassment will be investigated as promptly and thoroughly as is practicable and as is required under the circumstances. The individual who makes the report or is the target of the alleged harassment will be assured that all forms of harassment are expressly prohibited, that Kingsman Academy will conduct a confidential investigation and that Kingsman Academy will take appropriate corrective action if harassment is found to have occurred.

Kingsman Academy will designate the individual who will be responsible for conducting the investigation of reported incidents of harassment. The timing, scope, and extent of the investigation will be determined by Kingsman Academy on a case-by-case basis, considering the circumstances of the alleged harassment. All investigations will be conducted to protect, as much as practicable, the privacy of, and minimize the suspicion toward, all persons concerned.

Kingsman Academy expects Kingsman Academy personnel who are contacted in connection with an investigation to cooperate fully.

Procedure Pending Investigation

Pending the outcome of an investigation, reasonably necessary and prudent interim measures, such as separation of the complainant and the alleged offender, suspension of the alleged offender, temporary leave for the complainant, etc., will be taken at Kingsman Academy' discretion, taking into consideration the complainant's wishes, the seriousness of the accusations, the background of the situation, and any other relevant information.

Resolution and Outcome of Investigation

Following an investigation, Kingsman Academy will take such action that it deems necessary or appropriate under the circumstances:

- **No Violation.** In the event that the investigation discloses no violation of this policy or is inconclusive, all necessary parties will be so advised.

- **Violation.** In the event that the investigation discloses a violation of this policy, Kingsman Academy will normally communicate its findings to both the complainant and the alleged offender. Based upon the totality of the circumstances, appropriate disciplinary and/or other corrective action, up to and including termination, will then be taken. The action taken will be reasonably calculated to prevent any further unacceptable conduct. It is within Kingsman Academy' discretion to determine the appropriate corrective action.
- If the complainant or the alleged offender is not satisfied with the resolution, he or she is encouraged to contact Kingsman Academy' Executive Director, who will render a final decision.

In the event an investigation of a reported or suspected occurrence of harassment fails to reveal harassment and instead reveals that any person has abused the policy by lodging a knowingly false or frivolous complaint, by fabricating facts, by failing to tell the truth, or by knowingly omitting important facts, Kingsman Academy may take appropriate disciplinary and/or other corrective action.

No Retaliation

No individual who reports or complains about harassment or unacceptable conduct, or who assists Kingsman Academy in its investigation, will be subjected to retaliation. Anyone who feels that he or she has been the victim of, or threatened with, retaliation, should immediately inform one of the individuals identified above for purposes of receiving reports or complaints.

Non-Solicitation Policy

It is the policy of Kingsman Academy that employees may not engage in non-School business solicitation/distribution activities during work hours. In addition, the use of School resources (including but not limited to stationery, computers, e-mail, voice-mail, bulletin boards, and meeting facilities) for non-School business solicitation is also prohibited. Commercial ventures that wish to solicit faculty, staff, students, parents, or other members of the Kingsman Academy community may do so only with full written consent of the Executive Director in accordance with any PCS school policies which may also apply.

Safety

Every care is taken to make Kingsman Academy a safe and healthy place in which to work. Federal and state occupational safety regulations detail Kingsman Academy responsibilities for maintaining a hazard-free working environment. You are required to follow safety rules and procedures, use safety equipment and clothing when necessary, and report unsafe conditions to your supervisor promptly.

Safety in Emergencies

In the case of emergencies and drills for emergencies, employees must listen for and follow instructions from supervisors and/or from members of the School community designated as leaders in case of crisis. In the event of a School, local, or national emergency during working hours, employees must remain on-site until expressly dismissed by the School's designated crisis manager or her/his delegate. Employees who "abandon their posts" and/or leave students in their care unsupervised at any time, but especially during a crisis, will be subject to disciplinary action. While the administration will make every reasonable effort to accommodate each employee's needs during an emergency, family concerns in and of themselves will not excuse employees from duties in a crisis; employees must make contingency plans with family members in preparation for a crisis

Environmental Compliance

Employees who handle chemicals or other substances that may cause health hazards or industrial pollution must follow requirements on the handling and disposal of such materials. Material safety data sheets must be posted and on file to ensure that the information contained in them is readily available. Unless otherwise indicated by School policy, it is the responsibility of department-level managers to post data sheets and supervise environmental compliance (by way of example only, the Science Department chair would ensure Science Department environmental compliance). All employees are expected to observe and follow environmental and safety rules pertaining to these materials, and to take precautions to ensure that such materials are not placed in unlabeled containers where inadvertent injury or pollution may occur.

Protection of Confidential Information

Employees may, in the course of performing their duties for Kingsman Academy, have access to highly confidential information. Such confidential information includes, but is not limited to:

- Information about employees (such as compensation, evaluations, and the like);
- Personal information regarding students or their families; and
- Financial information about the organization.

Employees who improperly use or divulge any confidential information will be subject to disciplinary action, up to and including termination. Employees who regularly have access to confidential information may be required to sign a specific acknowledgement of their nondisclosure obligation, but this policy that confidential information shall not be disclosed applies to all employees at all times irrespective of whether they have been asked to sign a specific nondisclosure statement. All employees are expected to treat confidential information with complete discretion.

Lactation Accommodation

Kingsman Academy will provide reasonable daily break periods for an employee to express breast milk, as required by the employee. The break period is to run concurrently with any break period, paid or unpaid, already provided to the employee. However, Kingsman Academy is not required to provide break periods if doing so would create an undue hardship on its operations.

Kingsman Academy will make reasonable efforts to provide a sanitary room or other location in close proximity to the work area, other than a bathroom or toilet stall, where an employee can express breast milk in privacy and security. The location may include a child care facility in close proximity to the employee's work location. Consult with the Director of Operations.

PAYROLL & ADMINISTRATIVE MATTERS

Contracts

It is the School's policy not to renegotiate contracts after they are signed unless exceptional circumstances arise, such as a significant change in duties initiated by the School. If a provision of the contract depends upon an event that will resolve after signature of the contract but before the beginning of the contract's term, the contract should anticipate the contingency and detail appropriate steps. (By way of example only, if a teacher expects to become eligible for a higher pay step by completing a degree program after signing a contract but before its term begins, the contract would state the teacher's pay if the degree program is not completed and the pay if documentation of successful completion of the degree is provided prior to the beginning of the contract's term.)

Employment Categories

Each employee is designated as either **non-exempt** or **exempt** from federal and state wage and hour laws.

- **Exempt Employee Status:** Exempt employees are excluded from the overtime provisions of federal and state wage-hour laws. In general, exempt employees are salaried workers who occupy one of the following types of positions: (1) executives, such as managers, (2) certain administrative positions, or (3) professional positions, such as a teacher.
- **Non-exempt Employee Status:** Non-exempt employees are covered by the Fair Labor Standards Act and state law minimum wage and overtime pay provisions. An employee who is paid on an hourly basis is usually considered to be non-exempt, regardless of the hourly rate of pay. Overtime will be paid for hours worked in excess of forty (40) hours per week.

In addition, Kingsman Academy classifies employees as follows:

- **Regular Full-Time** employees are those who are regularly scheduled to work a fulltime schedule and are not employed in a temporary, seasonal or introductory status. Generally, regular full-time employees are eligible for Kingsman Academy' full benefit package, subject to the terms, conditions, and limitations of each benefit program.
- **Temporary** employees are those who are hired on an interim basis, to temporarily supplement the work force or to assist with a specific project. Employment assignments in this category typically are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation benefits and Social Security), they are—with some exceptions for service workers—ineligible for Kingsman Academy' other benefit programs. Service

corps workers (by way of example only, AVODAH, Lutheran Volunteer Corps, or Americorps VISTA volunteers) paid through the School's payroll system constitute temporary employees but (if permitted under their service organization's policies) receive health, dental, and life insurance during their period of service at Kingsman Academy; they are not, however, eligible to participate in the School's retirement plan unless this benefit is specifically mandated by the service organization's contract with the School.

- **Regular Part-Time** employees are those who are regularly scheduled to work fewer than 35 hours per week. Regular part-time employees have access to all the benefits and prerequisites offered to regular full-time employees, with the following exceptions:
 1. regular part-time employees must work enough hours to be eligible to participate in plans per the agreements the School maintains with providers;
 2. the School will make a discretionary match to the cost of premiums for the spouse and/or children of regular part-time employees, should they be enrolled in one of Kingsman Academy's plans; and
 3. if a regular part-time employee's benefits elections differ from the policy above, they may change elections either at the next open enrollment period or when they experience a qualifying event.In addition, Paid Time Off granted will be equal to or greater than the sick/personal day requirements of District of Columbia law.
- **Contractual** employees are those who are hired to temporarily supplement the work force or to assist with a specific project. Employment assignments in this category typically are of a limited duration, as defined by a contract signed by the Executive Director and external firm.

Introductory Period

In addition, all employees (except temporary and seasonal workers) will work on an introductory basis for the first 90 calendar days after their date of hire. During this time employees have the opportunity to determine whether they are suited for the job and the School has the opportunity to determine whether the employee is satisfying the job requirements and responsibilities. The employee may receive a formal or informal evaluation from the employee's supervisor at the end of the introductory period, but the employee remains ultimately responsible for performing the job to the School's expectations.

Background Checks

Kingsman Academy conducts background checks on prospective and current employees to help avert future problems (1) by identifying applicants or employees who could pose a threat to children or staff members and hence to the organization and its mission, and (2) by

identifying applicants/employees who otherwise are not suitable for employment in their positions. Background checks may include verification of social security number, education, employment history, military service, professional licenses or certifications, residence, criminal record, motor vehicle record, financial record, employment references, drug screening, and other background information.

Any misrepresentation, falsification, or material omission of information presented in the employment application/resume or at any point during the hiring process or during employment may result, as permitted by law, in Kingsman Academy's exclusion of the individual from further consideration for employment or, if the person has been hired, may result in termination of employment.

Once employed, an employee may expect that the School will repeat a criminal background check every two (2) years, but the School reserves the right to conduct more frequent screenings, particularly when required to do so by an authorizing agency, a grantor, or other official.

Employees who have signed an authorization of repeat checks will not be notified when these repeat checks occur.

A background check result revealing activity that renders an applicant or employee unsuitable for her or his position will be grounds for any disciplinary action—as permitted by law and as determined by supervisors—up to and including immediate termination for Cause. Irrespective of checks prompted by the School, an employee must promptly notify the School via Human Resources of and provide documents regarding any arrest alleging the commission of a crime or any conviction of a crime.

Tuberculosis Tests and Public Health Concerns

Prior to employment, employees must also provide certain public health records—especially documentation of a negative tuberculosis test result. Any employee/prospective employee with a medical condition that interferes with taking a TB test or providing a negative result must discuss the matter promptly with her or his supervisor, who must report the issue to Human Resources.

Once employed, an employee may expect to repeat a TB tests every two (2) years, but the School reserves the right to request more frequent screenings, particularly when required to do so by an authorizing agency, a grantor, or other official.

Irrespective of testing prompted by the School, an employee must promptly notify Human Resources of *any* serious communicable health condition (by way of example only, swine flu, chicken pox, or a positive tuberculosis test). The employee with a communicable condition may be asked for and must provide upon request (except where confidentiality is protected by law) documentation of the condition to Human Resources.

Immigration Law Compliance

Federal immigration laws require Kingsman Academy to verify an employee's identity and legal authorization to work in the United States. The employee is required to complete and sign Section 1 of USCIS Form I-9 no later than the day that employment commences. Employees who fail to do so, or who do not produce the documents required by the Form I-9 within the first three workdays, will be terminated in accordance with the Federal Immigration Control and Reform Act. Kingsman Academy will not ask an individual to complete Section 1 of Form I-9 before he or she has accepted a job offer.

Personnel Records Overview

A personnel file is maintained for each employee. It is the responsibility of each employee to promptly notify Kingsman Academy of changes in personal information such as mailing address, telephone number, number and names of dependents, and individuals to be contacted in case of emergency. Employees wishing to change the number of dependents listed for income tax purposes should complete and file a new W-4 form.

Employees have the right to review and have reproduced (at their expense) material contained in their personnel files. Employees should contact Human Resources to schedule an appointment to access their files. (See "Personnel Records," section below, for further details.) The right to review one's personnel file terminates when one's employment at Kingsman Academy terminates, except as required by law.

- Kingsman Academy is committed to protecting the privacy and confidentiality of employment records.
- Kingsman Academy' response to outside requests for employment verification is restricted to the release of name, dates of employment, and job title. Additional information, including salary information, can only be released with the written authorization of the employee.

Overtime

Employees classified as non-exempt are eligible for overtime pay if they work more than 40 hours in a work week. Overtime hours require advance approval by one's supervisor. Employees working overtime without advance approval may be subject to disciplinary action. The overtime rate is 1.5 times the employee's regular hourly rate. (Overtime is not paid unless the hours are actually worked, so time not worked, such as Paid Time Off days, vacations days, etc., will be excluded in determining whether the employee is eligible for overtime pay.)

Timekeeping for Hourly Employees

Kingsman Academy is required to keep an accurate record of time worked by nonexempt employees in order to calculate employee pay and benefits. The School may also require any

employee to document her/his hours to assist the School's compliance with safety, accounting, or fundraising efforts.

Non-exempt employees must accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They must also record the beginning and ending time of any split shift or departure from work for personal reasons.

Each employee must sign his or her time records to confirm their accuracy. The supervisor will review and sign time records before submitting them for payroll processing. If corrections are made to a time record, both the employee and the supervisor should verify the accuracy of the changes by initialing the revised time record.

Falsifying or tampering with time records (including filling out time sheets or time cards for another employee) may result in disciplinary action, up to and including termination of employment.

Use of Personal Vehicles for School Business

Kingsman Academy does not require that any employee use their personal auto on company business. However, it is understood that the occasion may arise where convenience dictates the use of a personal vehicle or rental car to conduct school business. As such, the following guidelines must be followed:

- At no time should an administrator, staff member or teacher transport a student in their personal or rented vehicle.
- Employees renting, or using, a car for school business are required to carry automobile liability limits of either \$100,000 per person/\$300,000 per accident or \$300,000 combined single limit.
- When conducting school business, seat belts must be worn by the driver and all passengers at all times.

Kingsman Academy does not insure employees' personal vehicles nor can it assume responsibility for damage to a vehicle parked on the school's property.

Travel/Expense Policy

Kingsman Academy will reimburse employees for reasonable expenses incurred on behalf of Kingsman Academy or while on a trip for School business approved by the appropriate supervisor. The following provisions apply:

Supervisors may only approve travel plans that are included in the annual budget or expressly approved by the Executive Director.

Employees whose travel plans have been approved are expected to make their own travel arrangements. For air, rail, or bus travel, every effort should be made to secure the lowest possible fare. (All frequent flyer mileage and all other bonus plans offered by airlines are the

property of Kingsman Academy, and the use of any bonus awards are determined solely by Kingsman Academy.)

Automobile transportation is not generally reimbursed. Employees undertaking an unusual car trip for business purposes should consult their supervisor in advance regarding reimbursement. If the supervisor approves the reimbursement, the car trip will be reimbursed at the mileage rate set each year by the IRS, plus tolls.

Expense reports should be completed promptly and submitted to the Operations department. Original receipts for travel expenses such as hotels, meals, or other reimbursable expenses must be attached to the expense report. Reimbursable expenses do not include in-room movies, long distance charges, fitness center charges, mini-bar charges, alcohol, etc. The expense report must show the amount, date, the nature of the expense, the place, and with whom the expense was incurred, and must be signed by the appropriate supervisor.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

Gifts to Employees & Gift Cards

Employees must exercise care and diligence when giving gifts to fellow employees on behalf of Kingsman Academy (e.g., as bonuses, awards, prizes, or tokens of collegiality).

- With few exceptions, the IRS regards anything of value given to an employee by an organization—even *when paid for by another employee rather than the organization*—as taxable compensation, and both the School and the employee receiving the gift may be liable for unpaid taxes and penalties for such gifts.
- Non-cash gifts by the School or its representatives of nominal value are not considered taxable compensation; while the IRS does not define the threshold below which a gift is considered “de minimis,” a value of less than \$100 is commonly cited (Specifically, the School’s position is that meals, flowers, or small gifts occasioned by a baby shower, acknowledging an employee’s tenure, offering condolences, etc., would not be considered taxable by the IRS, provided the value fell below \$100).
- Gift cards or gift certificates are tantamount to cash and are considered by the IRS to be taxable compensation *at any dollar value*. The School and its employees should avoid the use of gift cards/certificates.
- Reimbursement for professional development—including for tuition or for conference registration/travel—are *exceptions that are not considered taxable compensation* by the IRS.

Employees are encouraged to consult with Human Resources before making gifts to supervisees or colleagues.

Tuition Reimbursement

Kingsman Academy may provide tuition reimbursement to employees taking graduate and undergraduate courses. The Executive Director will inform all employees of the availability of funding for tuition reimbursement. Full-time employees may be eligible to receive tuition reimbursement up to \$1000 for graduate or undergraduate courses related directly to their assignments. To be eligible, faculty and staff must:

1. Be eligible for tuition reimbursement/general benefits per their employment category and contract;
2. Have worked at Kingsman Academy for at least one full year;
3. Obtain approval for the course prior to enrollment through the Tuition Reimbursement Program application;
4. Provide evidence that coursework is directly related to faculty/staff assignment;
5. Provide evidence that coursework is offered by an accredited university or college;
6. Provide evidence that she or he earned a “B” average or better in graduate coursework;
7. Provide evidence that she or he earned a “C” average or better in undergraduate coursework;

Reimbursements will be issued in the fall of the following school year if the employee continues to be employed by Kingsman Academy. The Executive Director will approve all course reimbursements on a case-by-case basis for all employees. Reimbursements are provided on a first-come, first-served basis, and will only be honored until allocated funds are depleted.

BENEFITS

This section of the handbook contains an overview of our benefit programs. Many of the benefit plans, such as the insurance and retirement plans, are covered by federal law such as the Employment Retirement Income Security Act (ERISA), which requires that you be provided with a detailed Summary Plan Description (SPD) of the provisions of the plans for which you are eligible. This handbook contains only an overview of some programs; you may review the full text of any plan upon request. Please note that the full text of the official documents will govern in the event of any conflicts or ambiguities with any summaries (including any summaries provided in this handbook).

This manual provides some basic background information about program participation requirements; it does not describe all benefits or all features of benefits. Human Resources will be happy to provide further information about each of the programs for which you are eligible.

While the School respects employees' privacy and keeps all employee personal information confidential, by the same token it expects employees to keep both supervisors and Human Resources apprised of changes in personal circumstances that affect benefits and the School's operations; this includes, but is not limited to, the following:

- It is the School's expectation that employees will consult in advance with Human Resources when they have questions about or seek changes to coverage.
- Employees are *required* to notify Human Resources when seeking to add a family member to coverage or in the case of a "qualifying event"—a significant life change that could affect coverage, such as birth of a child, marriage, or divorce.
- Employees are strongly encouraged to inform Human Resources and their supervisors of personal circumstances (such as an employee's medical condition) when they may adversely affect work performance, attendance, etc.
- While employees can reach out directly to some providers, such as disability insurance providers, employees are encouraged to inform Human Resources and their supervisors of any disability claims which may affect work attendance or performance.
- In many cases (such as loans from the retirement plan) the administration's approval is required on benefit applications, which may require considerable lead time.

Kingsman Academy reserves the right to alter, modify, or eliminate its benefit plans at any time, as well as to administer and interpret all aspects of such plans to the fullest extent of discretion permitted by applicable federal or state law. Significant changes in plans with vested benefits ordinarily will not be retroactive, unless permitted by applicable law. Furthermore, except when required otherwise by law, it is the individual employee's responsibility, not Kingsman Academy's responsibility, to ensure that individual benefit

elections are consistent with enrollment applications and to address any issues that arise in the course of using benefits. The School will, however, make diligent efforts to rectify benefit administration issues, provided employees notify Human Resources promptly upon discovery of a problem.

All employees, regardless of classification, are eligible for Social Security and Medicare contributions on their behalf, for Workers Compensation benefits if they suffer a work-related injury, and for unemployment insurance benefits if they are laid off or employment terminated through no fault of their own and are available and able to work.

In addition to these benefits, some employees are eligible for all of the benefit programs listed below (see “Employment Categories”), subject to eligibility requirements and any limitations or conditions of each program.

Social Security Coverage

Every pay period, you and Kingsman Academy each contribute a percentage of your wages into the Social Security system. Participation in the Social Security system entitles you to certain benefits, such as disability payments and medical insurance for you should you become totally disabled for any reason prior to normal retirement, survivor benefits to your spouse and minor children if you die, and retirement benefits and health insurance for you and your spouse when you reach retirement age. More information about these benefits may be obtained from your nearest Social Security office or <http://www.socialsecurity.gov/>.

Workers Compensation Insurance

Workers Compensation Insurance provides benefits to employees who sustain on-the-job injuries. If you sustain any accidental injury at work, no matter how minor, you should notify your supervisor immediately so Kingsman Academy can complete required forms and make an assessment as to whether you should be sent for emergency medical treatment. Certain strict time limits apply on Workers Compensation Insurance claims. By promptly notifying your supervisor of a job-related injury, you protect your rights to workers compensation benefits in the event that the injury is more serious than first suspected.

Workers Compensation Insurance benefits may include: payment of costs of medical care needed for the injury, payment of temporary disability payments during the time the employee cannot work due to the injury, lump sum payments for permanent disability which may limit future employment prospects of the employee, and payment for retraining if the employee is unable to return to the former occupation. Benefits are administered by the District of Columbia's Office of Workers' Compensation.

Unemployment Compensation Insurance

Unemployment benefits are available when employment is suspended or terminated as a result of a layoff due to lack of work or through no fault of the employee, and the employee is able and available for work. Claims for unemployment compensation are handled through the offices of the District of Columbia's Department of Employment Services.

Health Insurance

Kingsman Academy provides health insurance coverage for eligible employees. Kingsman Academy also provides dental insurance for eligible employees. Employees eligible for insurance may be required to pay a percentage of the premiums for any or all of these products; the percentage shall be determined annually upon the renewal of the policies. If you are eligible, your Summary Plan Description will provide further information.

If an employee on the Kingsman Academy health insurance plan leaves the School, either voluntarily or involuntarily, Kingsman Academy is required by federal law to allow the employee to remain on the Kingsman Academy health insurance plan (see “Health Benefits Continuation (COBRA)” later in this handbook). Kingsman Academy will provide written information to each employee about his/her rights under COBRA at the time of hire. However, Kingsman Academy is not required to pay the cost for this extended coverage. An employee who wishes to extend health insurance coverage must inform Kingsman Academy in writing and agree to reimburse Kingsman Academy for the cost each month.

In addition, employees who believe they may qualify for Medicaid should contact the School’s human resources representatives regarding their Kingsman Academy and benefits, including Medicaid Part D benefits.

Retirement Plan

Eligible employees may choose to participate in Kingsman Academy retirement plan.

Eligible employees may elect that a portion of their pre-tax pay be withheld each pay period for investment in the School’s retirement plan. These funds belong to the employee but are administered by the School’s fund advisor. Federal law governs withdrawals and loans from these plans. Should an employee leave the School, she or he may leave the funds in the plan or move them to another plan as permitted by law (terminating employees must consult with their own tax or financial advisors regarding such transfers).

For those employees eligible to receive benefits, Kingsman Academy will match employee withholdings subject to the following conditions (Kingsman Academy’ contributions are discretionary and may vary from year to year):

- 1) An employee must work at Kingsman Academy for 90 days before matching begins.
- 2) An employee who takes a leave of absence or who terminates employment with the School and is then rehired does *not* have to repeat all or part of the waiting period, and any period of employment at the School prior to leave/termination counts toward the one year waiting period (by way of example, if an employee eligible for matching worked at Kingsman Academy for six months, terminated employment to attend graduate school, and was then rehired, that employee would begin receiving retirement contribution matches six months into the second period of employment).

- 3) Once matching begins, it is not retroactive but only matches employee contributions beginning at the first contribution after the first anniversary of employment.
 - 4) Matches apply on a per-pay-period basis (i.e., employees cannot “make up” matches by contributing less than 3% one pay period and more than 3% in another).
 - 5) Employees are fully vested after 3 years of employment.
- If you are eligible, your Summary Plan Description will provide further information.

PAID/UNPAID LEAVE

Paid Time Off (PTO) & Leave Overview

Kingsman Academy provides employees with an allotment of Paid Time Off (PTO) as part of its compensation package (PTO is sometimes referred to as personal-time-off or as personal/sick days).

Twelve-Month Employees

Full-time, regular, exempt, non-teaching employees receive the following allotment of PTO:

- Twenty (20) days upon their first day of work (or, if hired late in the academic year, a prorated amount, not less than 5 PTO days, during their first year of employment) and annually on July 1 thereafter.
- One (1) additional day of PTO, until a total allotment of 25 is reached, for each additional two (2) full years of service, effective July 1 (by way of example only, an employee who first worked at the School on July 2, 2015, would receive 20 PTO days on July 1, 2017, and 21 PTO days on July 1, 2018).
- Periods of unpaid leave shall count as continuous employment.
- Employees who terminate employment and are then rehired will receive PTO day allotments based upon their cumulative service; i.e., including all work performed for the School but excluding periods not employed by the School (unless such periods are very brief, as between a summer and school-year contract).

Twelve-month employees are not required to report for work over scheduled school breaks during the regular school year (as opposed to extra-duty contracts for summer teaching, etc.), except for twelve-month employees whose work is deemed necessary to ensure adequate communication and coverage of the building (e.g., administrative and operational staff). Arrangements for employees required to work over scheduled school breaks will be confirmed in writing by the Executive Director.

Ten-Month Employees

Teachers

Teachers are not required to report for work over scheduled school breaks during the regular school year (as opposed to extra-duty contracts for summer teaching, etc.). Teachers receive 10 PTO days (or, in their first year, a prorated number not less than 5 days if hired late in the year).

Non-Teaching Staff

Non-teaching staff members who have no duties when students are not present are treated as teachers for the purposes of PTO/leave and in compliance with federal and state law. Any

exceptions must be stated explicitly in writing and signed by the staff member and by the Executive Director.

Leave in Excess of Allotted PTO Days

Repeated absences, even for what may appear to the employee to be good reason, may result in disciplinary action unless leave is allowed under federal or state law. When an employee's leave exceeds her or his allotment of PTO days, the School will deduct the value of those days—as calculated by the School's accounting and human resources consultants—from the employee's pay check (the timing of the deduction will be determined at the sole discretion of the School). Once an employee exceeds her or his allotment of PTO days, she or he may only request full days of leave, not half days. In all cases it is the School's policy that leave documentation be submitted promptly and that deductions be made—whenever practicable—during the same pay period in which the excess leave was taken.

Late Arrival/Early Departure/Absent Without Leave As Unpaid Leave

Employees who arrive late, or who depart before their duties are complete, inconvenience other employees and cause the School to incur coverage costs. Late arrival, early departure, and absences without leave can also jeopardize the success of the School's mission if critical tasks are left without adequate coverage.

Late arrival or early departure may be the basis for disciplinary action, up to and including termination. In addition, the School will discourage absenteeism and recoup costs by deducting leave when employees are late/depart early. When an employee arrives late or departs early, her or his supervisor may issue written notice to the employee and provide a copy to the Executive Director for tracking (electronic documents—such as emails, attached files, or electronic benefit tracking reports—constitute written notice). Each time during the term of her or his contract that an employee receives a third-notice of late-arrival/early-departure, she or he will have expended one full PTO day (e.g., three late arrivals expends one PTO day; six late arrivals expends two PTO days, etc.).

Absence Without Leave may be the basis for disciplinary action, up to and including termination. Employees are Absent Without Leave if they fail to request leave or if they take leave on days when a leave request has been denied. The School will recoup the cost of unpaid leave when an employee is Absent Without Leave, even if the employee has paid leave days (PTO) available.

Prompt filing of leave request is essential to the effectiveness and fairness of the leave system; failure to do so will affect an employee's leave and may be grounds for disciplinary action, up to and including termination. Employees are responsible for working with their supervisors to report leave promptly and accurately. The School's policy is that planned PTO days must be submitted by employees to supervisors via the School's online leave request system two (2) weeks in advance of the leave, and unanticipated leave must be documented

immediately upon returning to work. Failure to follow these policies will result in the following:

- If an employee fails to register leave via the online leave system within five (5) business days following an absence, the absence will “count” as one incident of late arrival/early departure *and* one of the following will occur:
 - If the employee’s supervisor determines the leave would have been approved if requested, the leave will be debited from the employee’s PTO days or counted as unpaid leave if the employee has exhausted PTO days.
 - If the employee’s supervisor determines that the leave would *not* have been approved if requested, then the employee will have been Absent Without Leave; the time will be entered in the system and treated as unpaid leave, and the School will recoup the cost of the time the employee failed to work, even if the employee has PTO days or other paid leave available.
- If an employee’s request for leave is denied and the employee is absent during the requested time, the employee will have been Absent Without Leave. The School will recoup the cost of the time the employee failed to work, even if the employee has PTO days or other paid leave available.

Paid Time Off “Black Out” Dates & Limits

Except where mandated by law, all requests to use Paid Time Off leave are granted at the discretion of an employee’s supervisor (or only by a multi-department leave supervisor designated by the departments’ director). In addition, the administration reserves the right to:

1. “black out” certain critical periods during which no faculty/staff—or no faculty/staff serving a specific role—may take leave (e.g., testing days may be “leave blackout dates” for teachers);
2. specify that only a certain number of faculty/staff in a certain role or department may take leave simultaneously; and
3. limit or deny (to all employees or only to employees serving specific roles) use of PTO leave requested in close proximity to holidays or vacation periods.

Kingsman Academy will not approve leave requests during its parent-teacher conference days. Except for the Executive Director and Human Resources department, all staff are required to participate in parent-teacher conference days.

Furthermore, except for qualifying reasons under the Family and Medical Leave Act, employees may not take more than five (5) days of PTO leave at one time (except during school breaks when approved in advance by a supervisor). Details are communicated via e-mails, through printed memos, or verbally.

Holidays

Kingsman Academy observes the following holidays: New Year's Day, Martin Luther King Day, Presidents' Day, Easter Monday, Emancipation Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day (2 days) and Christmas Day.

Kingsman Academy will grant paid holiday time off to all regular full-time employees, as well as part-time employees regularly working 20 or more hours per week who otherwise would have been scheduled to work on the holiday.

Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee otherwise would have worked on that day.

If a recognized holiday falls during an eligible employee's paid absence (such as PTO leave), the absence for this day shall be credited to holiday pay instead of the other leave account. If eligible non-exempt employees work on a recognized holiday, they will be paid double time for all hours worked on the holiday in lieu of receiving holiday pay. Exempt employees will not be paid for work performed on a holiday.

Kingsman Academy grants paid leave only for federal and state (DC) holidays— employees taking time off for religious observances must follow standard procedures to request leave and will expend paid leave time.

In cases of urgent need, holiday leave is subject to change (with advance notice)—by way of example only, the School may cancel a paid holiday and require that employees work that day if the School must “make up” time lost to snow days.

Floating Holidays

All full-time, regular employees receive one floating holiday per year in addition to PTO and regular holidays. This floating holiday allows employees to have additional paid leave to cover absences for personal reasons, such as religious observances or parent-teacher conferences, or to supplement vacation, sick and holiday leave. The floating holiday is available at the beginning of each year.

The floating holiday may be used to cover a full-day absence only. It must be taken in the year in which given. Under no circumstances will a floating holiday be carried over to the next calendar year, nor will it be cashed out if not taken or paid upon termination of employment.

A floating holiday must be scheduled and approved in advance through the school's online leave system.

Leave Time and Vacations

Holidays, vacation days, and PTO days accrue from year to year only as described below under “Leave Carryover Policy.” Contact Human Resources if you have questions. As in the

case of holidays, the School reserves the right to alter/cancel vacation days to meet urgent needs, such as “making-up” snow days.

Bereavement Leave

Kingsman Academy provides paid leave for employees to attend the funeral of an immediate family member. The length of time allowed for funeral leave is normally 3 days, but may vary as determined by a supervisor and depending on the circumstances. The total paid leave cannot exceed 5 consecutive working days.

Immediate family is defined to include the following: mother, father, mother-in-law, father-in-law, spouse or domestic partner, sister, brother, child, sister-in-law, brother-in-law, grandmother, grandfather, aunt, uncle, or anyone related by blood or marriage to you who lives in the same home. For purposes of bereavement leave, relatives of domestic partners are treated as equivalents of relatives by blood or marriage (e.g., the father of one’s domestic partner is considered a “father-in-law”).

In order to allow an employee to deal with the particular trauma of the death of a spouse, domestic partner, or child, Kingsman Academy will allow an employee to take additional time off by granting an unpaid leave of up to two additional weeks.

Kingsman Academy realizes that employees may wish to attend funerals of other persons including in-laws, close friends, or family members beyond the immediate family. In such cases, Kingsman Academy may allow the employee to take up to 3 days off without pay to attend the funeral. Employees may also choose to take available Paid Time Off leave.

Military Leave

In accordance with federal and District of Columbia law, it is the School’s policy that no employee or prospective employee will be subjected to any form of discrimination on the basis of that person’s membership in or obligation to perform service for any of the Uniformed Services of the United States. Specifically, no person will be denied employment, reemployment, promotion, or other benefit of employment on the basis of such membership.

Furthermore, no person will be subjected to retaliation or adverse employment action because such person has exercised his or her rights under this policy.

The Uniformed Services Employment and Reemployment Rights Act (USERRA) protects all employees who perform “voluntary or involuntary” service in the Armed Forces, including the Air National Guard, the Army National Guard, the Public Health Service, and other service categories as required by law. The School will comply with federal law regarding military leave of absence. Accordingly, employees who are members of an active or reserve branch of the Uniformed Services of the United States are granted time to attend a tour of active duty. This time is granted in addition to the employee’s regular vacation and/or PTO time. The School will pay the employee the difference between his or her School wages and wages paid by the armed forces if School wages are greater, up to a maximum of four weeks per year.

Employees taking a military leave are required to give proper advance verbal or written notice to their employer. Provided that the employees comply with these and certain other requirements, their jobs will be guaranteed for their return from up to five years of military service. The returning employee will be placed in the position he or she would have attained but for the military service, unless they are not qualified for the position. The time for the employee to report to his employer at the end of his military service varies from one week to 90 days, depending on the length of the service.

After the military employee returns from service, his or her job is guaranteed certain legal protections, over and above those of other employees, depending on the length of military service. The School may not be required to reinstate an employee after military service if the employee is dishonorably discharged, or if it has experienced such changed circumstances that reemployment is impossible or unreasonable, or would create an undue hardship. Also, employees who work only for brief, non-recurrent periods prior to taking military service may not be entitled to reinstatement.

Employee benefits are also protected by USERRA during individuals' military service. A military leave is not deemed to be a "break in service" for seniority and other benefits. The leave is supposed to be included, for example, in any calculations of vesting rights for pension benefit plans.

The School will also continue health insurance benefits for employees engaged in military service of 30 days or less. For employees performing military duty of more than 30 days, coverage will continue under the same conditions as apply to other types of leaves of absence. Such benefits may terminate in accordance with the benefit plan documents. However, COBRA continuation coverage will be provided in that circumstance, which the employee may elect for up to 24 months. Employees taking military leave will not be required to use vacation or Paid Time Off during the leave. However, they will be permitted to use such paid leave if they so request. Employees shall contact both their supervisor and human resources.

Jury Duty or Court Appearances

Kingsman Academy will grant leave to employees who must be absent due to jury duty, subject to proof of such court attendance. Employees on jury duty will receive their regular compensation for the first ten working days of any such service (subject to any Fair Labor Standards Act requirements applicable to exempt employees). Consult with your supervisor when you are informed of jury service.

Additional jury duty time beyond ten working days will be unpaid. However, any absence for jury duty will be considered to be excused, and during the period of jury service the employee will be treated in the same manner as any employee on unpaid personal leave.

Employees who wish to make court appearances in their own litigation should make advance arrangements to request time off for such appearances. Such time off will be unpaid, unless

the employee wishes to use his or her PTO days for this purpose. Failure to request time off in a timely manner may be viewed as grounds for denial of the leave.

If the employee is subpoenaed to appear on behalf of another person in litigation to which the employee is not a party, the employee should follow the usual procedures for requesting leave. Absences for such appearances will be unpaid (subject to any Fair Labor Standards Act requirements applicable to exempt employees).

Voting Time

Most employees have adequate time to vote before or after work hours. If special arrangements need to be made to arrange adequate voting time, employees should request adjustment of their work schedules at least three working days before the date of the election. Please contact your supervisor to make such arrangements.

Parental Leave

Employees who take leave for the birth of a child, adoption of a child, or placement of a child in his/her home for foster care may qualify for Family Medical Leave and should carefully review the section on Family Medical Leave following this section. Such leave is unpaid, but employees may choose to use available Paid Time Off leave concurrently with Family Medical Leave.

Employees who give birth may be eligible to receive benefits under Kingsman Academy's short-term disability plan. Contact Human Resources for more information.

Discretionary Paid Leave Policy

An employee with an exceptional need for paid leave in addition to PTO days, vacations, and holidays may apply in writing to the Executive Director for brief additional periods of Discretionary Leave.

The Executive Director—at her or his sole discretion—may grant Discretionary Leave for significant life events such as the birth of a child, serious health condition, or care of a family member with a serious health condition. That is, Discretionary Leave generally applies to the Act (see below).

The Executive Director may grant *one or both* of the following types of Discretionary Leave upon receiving a written request from the employee:

- 1) Up to five (5) days of paid leave in excess of the leave allotted in the employee's contract. In the case of Bereavement leave, this period of paid leave shall replace rather than extend the unpaid Bereavement leave period described earlier.
- 2) Use of up to five (5) days of vacation leave outside a normal vacation period in exchange for working the same number of days during a vacation period selected by the School. By way of example, a teacher granted this Discretionary Leave would receive paid leave during the period of need and would then work during a vacation

period as assigned by the Executive Director in coordination with the employee's supervisor. Employees should recognize that work during vacations will likely not be consistent with their job description (e.g., a teacher might be assigned clerical work during the vacation period that reimburses the School for the discretionary move of vacation time). Employees *may* request this move of vacation time to extend Bereavement leave, provided that the Executive Director and the employee's supervisor agree that the extended absence does not jeopardize the School's work.

The Executive Director might also determine that the request does not merit Discretionary Leave or that such leave is not in the School's best interests.

Discretionary Leave can only be granted by the Executive Director of the School. Whenever possible, however, the employee should discuss the leave request with her or his direct supervisor and Human Resources well in advance of applying to the Executive Director.

Leave Carryover Policy

All employees are allotted PTO days at the start of each school year as described above.

Effective August 11, 2014, the following applies to the amount of leave which may be carried over from the end of one contract year to the beginning of the new contract year:

At the end of each contract year, employees with:

- One full year* of service may carryover **2 days** of PTO leave
- Two full years of service may carryover **3 days** of PTO leave
- Three or more full years of service may carryover **4 days** of PTO leave

* A full year of service is defined as having worked 12 full months prior to the date when leave is carried over (e.g., July 1, 2015 – June 30, 2016). Gaps in employment shall be factored into leave carry-over eligibility in the same manner as for retirement plan match eligibility and for PTO day allocations (as described above).

Leave carried over from the year in which it was allotted shall not expire but shall accumulate in a balance—total leave available in a given contract year will therefore consist of the sum of leave carried over in prior years and leave allotted in the current year per the employee's contract. Regardless of years of service, however, employees may not carry over a balance of more than ten (10) days from one year to the next. Leave may be carried from one year to the next only in full-day increments.

Leave that cannot be carried over from year to year expires; employees are *not* paid for this excess leave. Upon termination (whether voluntary or involuntary) employees are *not* paid for excess leave, with one exception noted below for employees who had accrued but unused paid vacation leave as of August 11, 2014. Leave not used upon termination simply expires.

Exception: Upon termination (whether voluntary and involuntary), employees with accrued but unused paid vacation leave as of August 11, 2014, may receive

a payout for up to 120 hours of unused paid vacation leave accrued before August 11, 2014, provided that the termination occurs before June 30, 2015. Kingsman Academy will not pay out any unused paid vacation leave accrued on or after August 11, 2014. As of June 30, 2015, Kingsman Academy will not pay out any unused paid vacation leave, regardless of when the leave accrued.

Leave in an employee's balance is subject to the same policies and approval process (described elsewhere in this manual) as all other leave. In particular: Except for qualifying reasons under the Family and Medical Leave Act, employees may not take more than five (5) days of PTO, vacation, or sick leave at one time. Approval for leave requests are subject to predetermined leave "blackout dates." Requests will not generally be approved for leave that is requested in close proximity to School breaks/holidays. Exceptions to these restrictions are rare and are only granted at the discretion of Kingsman Academy's Executive Director.

Only PTO days can be carried over; other types of leave (including but not limited to vacation days, holidays, or other types of leave) cannot be carried over, with one exception noted below for employees who had accrued but unused sick leave as of August 11, 2014.

Exception: Employees with accrued but unused sick leave as of August 11, 2014, can carry over up to 240 hours of sick leave to the 2014-2015 school year. Any carried over sick leave must be used during the 2014-2015 school year. Any accrued sick leave not used by June 30, 2015, will be forfeited. Kingsman Academy will not pay out any unused sick leave, regardless of when the sick leave accrued. As of June 30, 2015, the standard Leave Carry Over policy will apply to all employees.

Crisis Leave Bank

The purpose of this policy is to support employees who are experiencing *potentially life threatening illness or injury*. This policy is not intended to bridge all gaps that may occur between or among various leave and insurance benefits, but rather to provide an opportunity for Kingsman Academy and its employees to provide assistance to one another that otherwise might not be available to an employee in a crisis situation.

Kingsman Academy employees who have served one (1) full year at the School (i.e., served more than one calendar year of continuous employment since the effective date of their first contract) and 1,000 hours of service in the preceding 12-month period may voluntarily donate earned but unused PTO days to the donated leave bank. This leave is to be used, when approved by the School, by other Kingsman Academy employees who have served a full year at the School and 1,000 hours of service in the preceding 12-month period who have exhausted all of their own PTO and vacation leave during their own potentially life threatening illness or life threatening injury. Leave donation is to remain anonymous and employees may not designate leave donations to a particular employee. Kingsman Academy employees are under no obligation to donate leave at any time.

The employee seeking to access Crisis Leave Bank time off must provide Kingsman Academy's human resources staff with documentation of the condition in the form of a valid and complete U.S. Department of Labor Certification of Health Care Provider for an Employee/Family Member's Serious Health Condition. The appropriate form is available from Human Resources.

The recipient may receive up to a maximum 30 days of donated leave per year, provided leave days are available in the Crisis Leave Bank and provided such leave is taken only during and in order to directly address the crises described above. A year is calculated from the first day of the last time the employee received leave from the bank.

Any donated leave used by the recipient will be counted toward his/her Family and Medical Leave entitlement (refer to the School's Family and Medical Leave Policy) if applicable. That is, Crisis Leave Bank paid time off runs concurrent with FMLA unpaid leave and does not permit an employee any additional job-projected leave beyond the FMLA period defined by US or District of Columbia law.

Prospective recipients should contact Human Resources to determine if they may qualify for disability benefits before making a request for donated leave. If an employee receives disability benefits, donated leave may be used to cover the portion of time not paid under the disability policy.

Employees will be required to repay Kingsman Academy all donated leave paid to them during the period of time they are out on leave if after returning to work they voluntarily terminate employment, or abandon their position within 90 days of their return. The School will work in good faith with the employee to establish a payment plan but reserves the right to secure the repayment through debits of forthcoming paychecks. Employees who are involuntarily terminated will not be required to repay Kingsman Academy. Granting of paid leave through this policy does not amend or in any way modify the employee's contract or status as an employee at will.

Access to the Crisis Leave Bank described above must be coordinated with Human Resources. In the event that ambiguity exists regarding any aspect of a claim to Crisis Leave Bank leave, it will be resolved by and at the sole discretion of the Executive Director of Kingsman Academy.

Employees experiencing a crisis are strongly encouraged to review their leave options with Human Resources (even if they do not plan to seek Crisis Leave Bank paid time off).

Family and Medical Leave Act (FMLA)

The District of Columbia Family and Medical Leave Act of 1993 entitles full-time employees who have completed at least 12 months of service (and worked 1,250 hours during that period) to receive up to 12 weeks of unpaid leave in a 24-month period for an employee's serious health condition, or to care for a family member with a serious health condition. Employees who are temporary, seasonal, or part-time employees also qualify for such leave

if they have worked for Kingsman Academy for at least 12 months and have worked 1,250 hours in the twelve months preceding the absence.

FMLA also provides certain leave to employees for the birth or adoption of a child (although such leave may be limited where both parents work for Kingsman Academy, so it is important to check to see if this applies to your situation).

Under FMLA, members of the immediate family include: parents of the employee (or other persons who have been the functional equivalent of parents of the employee, such as guardians or step-parents), spouses/domestic partners, and children of the employee.

For purposes of FMLA, serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider for a chronic serious health condition; and temporary disabilities associated with pregnancy, childbirth, and related non-permanent medical conditions.

Eligible employees are normally granted leave for the period of the disability, up to a maximum of 16 weeks within any 24-month period. Eligible employees should provide a written request for medical leave to their supervisors at least 30 days in advance of foreseeable events, or as soon as possible for unforeseeable events. A health care provider's statement must be submitted verifying the need for medical leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Kingsman Academy. Employees returning from medical leave to care for their own serious health condition must submit a health care provider's verification of their fitness to return to work. Consult human resources (as best one is able) regarding forms for these verifications.

Employees who are absent due to a work-related injury may have rights to additional leave under Kingsman Academy's Compensation policy. Check with Human Resources to determine what leave may be available in the case of work-related injuries *as soon as possible after sustaining such an injury*.

During FMLA leave, Kingsman Academy will continue to provide health insurance benefits on the same basis as provided before commencement of the leave. Employees will continue to be responsible for paying their portion of benefits premiums, and must work with Human Resources as soon as possible to determine a pre-payment or repayment schedule for deductions during the pay periods preceding or following the unpaid FMLA leave.

An employee on an extended FMLA leave should provide Kingsman Academy with at least two weeks' advance notice of the date the employee intends to return to work. When a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. If an employee fails to report to work at the end of the medical leave, or fails to submit required status reports during such leave, Kingsman Academy will treat the employee as having resigned.

Employees also may be entitled to intermittent leave under FMLA, in order to obtain an ongoing course of treatment for a chronic serious health condition (such as radiation treatment, dialysis, or the like) or to bring a covered family member to such treatment where the employee's presence is necessary to provide care for the family member. In order to obtain intermittent leave, the employee should contact his or her supervisor and Human Resources (or equivalent) to discuss the best ways to rearrange the work schedule to accommodate and document the leave. In the case of intermittent leaves, Kingsman Academy reserves the right to reassign the employee for the duration of the leave to another position where the intermittent absences can be accommodated more easily.

Normal PTO use rules will apply to routine FMLA-covered absences of several days duration. However, where the employee or family member has a chronic health condition, which requires recurrent intermittent leave, the employee will be permitted to apply PTO pay to such absence based upon increments equal to the actual amount of time missed from work.

Special Rules of Instructional Employees

Special rules apply to "instructional employees" employed in primary and secondary schools. This term is defined by the Department of Labor to include only those employees whose principal function is to teach and instruct students, thereby excluding auxiliary personnel such as counselors, administrators, and curriculum specialists who do not have teaching responsibilities, and clerical, custodial, and cafeteria employees.

An instructional employee who seeks leave that is foreseeable based on planned medical treatment may be required to make an election, if the employee would be on intermittent leave for more than 20 percent of the total number of working days in the period over which the leave would extend. The employee may be required to choose between: (1) a leave for a period of time not to exceed the duration of the planned medical treatment, or (2) a temporary transfer to an available alternative position.

An instructional employee who begins a leave of at least three weeks duration more than five weeks before the end of the term may be required to extend the leave through the end of the academic term, if his/her return would otherwise be within a three-week period before the end of such term. If an instructional employee takes a leave of at least two weeks duration that commences during the five weeks before the end of the term, and that is for a reason other than his/her own serious health condition, and if the employee would otherwise return to work during the last two days of the term, the employee may be required to continue the leave through the end of the term.

If an instructional employee takes a leave of at least five working days duration that begins during the last three weeks of the term, for a reason other than his/her own serious health condition, the employee may be required to extend the leave until the end of the term.

If the instructional employee is required to extend his/her leave through the end of the School term after the employee is ready and able to return to work, the additional leave will not count toward the employee's 16-week FMLA allowance.

Special Rules Regarding Key Employees

A key employee is a salaried, eligible employee who is among the highest paid 10 percent of Kingsman Academy employees. Kingsman Academy may refuse to reinstate key employees after using FMLA leave if it determines that substantial and grievous economic injury would result from reinstatement. If this determination is made, the employee will be notified in writing and given an opportunity to end the leave and return to work. If the employee remains on leave, Kingsman Academy will make a final decision as to reinstatement at the end of the employee's leave period.

Reservation of Rights

Kingsman Academy will comply with all legal requirements for providing family and medical leave to employees eligible under FMLA. To the extent to which the law permits employer discretion, Kingsman Academy hereby expressly reserves the right to modify, change, or eliminate any provision of this policy with respect to any employee or group of employees and does not intend to create a contractual commitment to any employee by issuing this policy.

District of Columbia Parental Leave Act

Kingsman Academy complies with the District of Columbia Parental Leave Act of 1994 by allowing a "parent" up to three (3) full days of leave during any 12-month period to attend or participate in school-related events for his or her child. A "parent" is defined by the Act as:

- the natural mother or father of a child;
- a person who has legal custody of a child;
- a person who acts as a guardian of a child regardless of whether he or she has been appointed legally as such;
- an aunt, uncle or grandparent of a child; or
- a person who is married to one of the individuals listed above.

Kingsman Academy extends this rule to include the domestic partners of any parent as defined by the Act (above).

A "child" is defined as a person under twenty-one (21) years of age, a person who, though twenty-one years of age or older, is substantially dependent upon the parent by reason of physical or mental disability, or a person who is under twenty-three (23) years of age and is a full-time student at an accredited college or university.

A "school-related event" is an activity sponsored by either a school or an associated organization such as a parent-teacher association which involves the child directly either as a participant or subject, but not as a spectator. Examples of school-related events are:

- a student performance such as a concert, play or rehearsal;
- the sporting game of a school team or practice;
- a meeting with a teacher or counselor;
- or any similar type of activity.

Employees are not entitled to be paid for parental leave unless they elect to use a PTO day or (if eligible) vacation days. To request parental leave, employees should complete a leave request and submit it to their supervisor for approval. Employees must notify their supervisor at least 10 calendar days before a school event, unless attendance is not reasonably foreseeable, in which case the employee must provide as much notice as possible. Requests for parental leave will not be unreasonably denied.

Parental leave should be recorded in the same manner as all other leave. Employment benefits will not be lost during leave.

Crime Victim Leave

An employee who is a victim or whose family member is a victim of domestic violence, stalking, or sexual abuse, may use PTO leave (as described above) to seek medical attention for the employee or the employee's family member to recover from physical or psychological injury or disability caused by domestic violence or sexual abuse; obtain services from a victim services organization; obtain psychological or other counseling; temporarily or permanently relocate; take legal action, including preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence or sexual abuse; or take other actions to enhance the physical, psychological, or economic health or safety of the employee or the employee's family member or to enhance the safety of those who associate or work with the employee.

An employee shall make a request in writing to use PTO days for the purpose of crime victim leave. The request shall include a reason for the absence and the expected duration of the leave.

If the leave is foreseeable, the request shall be provided at least 10 days, or as early as possible, in advance of the paid leave. If the paid leave is unforeseeable, an oral request for paid leave shall be provided prior to the start of the work shift for which the paid leave is requested. In the case of an emergency, you shall notify your supervisor prior to the start of the next work shift or within 24 hours of the onset of the emergency, whichever occurs sooner. If foreseeable, an employee shall make a reasonable effort to schedule crime victim leave in a manner that does not unduly disrupt Kingsman Academy' operations.

For absences of three or more consecutive days, Kingsman Academy may request a police report indicating that the employee was a victim of stalking, domestic violence, or sexual abuse; a court order; or, a signed statement from a victim and witness advocate, or domestic violence counselor, affirming that the employee is involved in legal action related to stalking, domestic violence, or sexual abuse. If such certification is requested, the employee must provide a copy to his or her immediate supervisor upon the employee's return to work.

Comp Time

Under certain circumstances, exempt employees may be eligible for comp time. Non-exempt employees are not eligible for comp time—non-exempt employees must be paid via the School's payroll process for all hours worked. Teachers will rarely if ever be eligible for comp time. Eligible employees will be *able to request comp time when they are required under their normal duties to work at a scheduled Kingsman Academy event or program that falls on a weekend or a holiday*. By way of example only:

- A Programs Department employee *required* to work at an event *would* be able to request comp time, if the event fell on a weekend or Holiday.
- A Student Affairs employee working at an event *without being required to do so by a supervisor* would *not* be able to request for comp time.
- Teachers and non-teaching staff required to work after normal business hours to support parent-teacher nights would *not* be able to request comp time.
- Any employee staying late to supervise a week-night sports event would *not* be able to request for comp time.
- Any employee working over a weekend/holiday to finish a project—at home or on campus—even to meet a deadline, would *not* be able to request comp time.
- Employees traveling to or from work or employees traveling to or from a work-related event such as a college campus visit or conference—would generally *not* be able to request comp time.

An eligible employee who is able to request comp time for working at an Kingsman Academy event must observe the following procedures:

- The employee's immediate supervisor must approve the comp time scheduling in advance.
- The comp time must follow the event that qualified for comp time.
- The comp time cannot duplicate other compensation (by way of example only, if an employee's contract specifies compensation for working events then the employee may not also claim comp time for working those events).

- Comp time may be requested and granted only in half-day and full-day increments, and can be granted only when the employee works a half- or full-day on a weekend/holiday. Comp time shall never be tracked/granted hourly.
- Comp time must be schedule and used with 21 calendar days of the work that earned the comp time.
- Comp time must be scheduled, approved, and tracked in the School's leave-tracking system as "admin time."

Exceptions to any of the elements of the comp time policy will be rare, must be approved in advance in writing by the Executive Director, and will be made solely at the Executive Director's discretion.

TERMINATION OF EMPLOYMENT

Voluntary Termination

Employees should give as much advance notice as possible if they plan to leave their positions at Kingsman Academy. Employees who have employment contracts with Kingsman Academy are expected to give the amount of notice specified in those contracts. Hourly employees are expected to give two weeks' notice.

Involuntary Termination

Kingsman Academy may terminate an employee for Cause based on, among other factors, an individual's inability to attain the required level of performance in the job, failure to comply with required policies or standards of professional behavior applicable to employment, or repeated failure to perform required duties. The School can terminate any employment Agreement(s) without Cause in the case of special needs or a business emergency. At-will employees (employees without contracts) are advised that Kingsman Academy may terminate employment at any time, for any reason, with or without Cause.

Termination for Cause

Employees must abide by the rules and policies explained in this *Employee Handbook*; in their contracts; or in written or verbal communications by School leaders, whether directed to the individual or distributed school-wide. Employees who fail to abide by School policies will be subject to disciplinary action, up to and including termination. Serious violations may result in immediate termination. By way of example only, the School can terminate any employment Agreement immediately and without notice for Cause for reasons including but not limited to the following serious violations of School policy and/or city, state, or federal law:

- Abuse or mistreatment of any student
- Disclosure of confidential information to unauthorized persons
- Unauthorized possession, use, copying, or theft of School property or records—School records, including paper files as well as computer files and disks, are the property of Kingsman Academy and may not be copied or removed from School premises without the express permission of your supervisor
- Use or possession of illegal drugs (see also Drug and Alcohol Policy)
- Possession of a weapon
- Insubordination, which includes the failure or refusal to follow the instructions of a supervisor, the refusal to accept a job assignment or direction, the refusal to perform reasonable overtime assignments, or behaving in a disrespectful manner toward a supervisor

- Acts or threats of violence or disrespect toward any employee, contractor, parent, or other stakeholder
- Gambling or possession of gambling devices on School premises
- Smoking on School premises
- Refusal to cooperate fully with the School in any investigation related to the School
- Failure to provide work-related documentation promptly upon request from a supervisor or HR representative (by way of example only, a doctor's notice of a completed tuberculosis test)
- Discovery by the School of any condition that makes employment or continued employment at a school unsuitable (by way of example only, evidence of criminal conduct—either prior to or during the term of employment—revealed through a routine background check or other documentation that makes employment in the employee's position unsuitable)
- Illegal conduct of any kind

For Cause, the Executive Director or her/his delegate may substitute for termination (at the Executive Director's sole discretion) any other appropriate disciplinary action, including but not limited to suspension, with or without pay.

Procedure at Termination

Upon termination of employment, employees will receive their final pay in accordance with applicable laws. In cases of involuntary termination, the employee will receive his or her final pay on the next business day. In cases of voluntary termination, the employee will receive his or her final pay on the next scheduled pay period. All accrued, vested benefits that are due and payable upon termination will also be paid at this time. Other accrued benefits, such as benefits under retirement or savings plans, will be distributed under the terms of those plans.

Health Benefits Continuation (COBRA)

Federal law (COBRA) gives employees and their qualified beneficiaries the opportunity to continue their existing health insurance coverage under Kingsman Academy's health plan for a period of time after the occurrence of a "qualifying event" which otherwise would result in the loss of coverage. Some common qualifying events are termination of employment (whether by resignation, layoff, discharge, or even death), a substantial reduction in an employee's hours, an extended non-FMLA leave of absence, or legal separation or divorce of the employee and his or her spouse.

When such a qualifying event occurs, Kingsman Academy (or an authorized third-party administrator) will notify the employee of the right to continue health insurance coverage under COBRA, as well as the time limits and triggering events, which are applicable in order

to continue coverage. To continue coverage, the employee (or beneficiary) must elect to exercise their COBRA rights in a timely manner and pay the total premiums required for coverage. As required by law, Kingsman Academy will provide a written notice to covered family members describing their separate rights under COBRA (such as the rights of a divorced spouse to continue coverage by payment of applicable premiums). It is very important to keep Kingsman Academy advised of changes within the family unit so that the appropriate notices may be sent in a timely manner.

Exit Interview

Kingsman Academy may schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to Kingsman Academy, or the return of Kingsman Academy-owned property. Suggestions, complaints, and questions can also be addressed during this interview.

EMPLOYEE EVALUATION

For non-teaching personnel, periodic performance evaluations should be completed at least once per year and may be completed more often where appropriate. Evaluation for teaching personnel appears in the faculty handbook.

PERSONAL FINANCES OF EMPLOYEES

Kingsman Academy will not disclose employee financial information to outside parties without written permission from the employee except as required by law.

The Executive Directors and her/his delegates are authorized to receive a writ of garnishment or attachment, a notice of levy by any taxing authority, or any other similar order requiring payment of a portion of an employee's compensation to someone other than the employee. Human Resources will notify the affected employee as soon as possible and then deduct the required amount from the employee's earnings up to the limit permitted by law. These records will be maintained by Human Resources.

USE OF COMMUNICATION SYSTEMS

The provision of communication services and equipment is necessary to promote the efficient conduct of Kingsman Academy' business. Supervisors are responsible for instructing employees on the proper use of the communications services and equipment used for both internal and external business communications.

Employees should be aware of toll or usage-related charges when choosing the proper vehicle for business communication. Occasional personal use of business equipment is permitted unless otherwise indicated by School policies. Employees should consult their supervisor if there is a question about the proper mode of communication.

Under no circumstances are employees permitted to use Kingsman Academy provided equipment or services to access, transmit, receive, save, or print illegal or sexually explicit material or material that promotes hate, violence, or discrimination of any kind. Any employee found abusing business equipment privileges will be subject to disciplinary action, up to and including termination.

TECHNOLOGY POLICIES

Introduction

Kingsman Academy provides students, teachers, and staff with twenty-first century information technology tools, including high-speed Local Area Network and Internet access, email, and other IT resources.

It is expected that all employees will treat hardware, software, and IT resources with respect and common sense. Employees are accountable for reasonable use of hardware, software, the Internet, and other IT resources, even if content or practices are not specifically discussed herein.

Acceptable Use Policy

Kingsman Academy is not responsible for School affiliate, staff, or faculty use of electronic technology resources, including but not limited to, e-mail, blogs, personal websites, voicemails, and text messages. However, School affiliates, staff, or faculty may be disciplined for any technology use that negatively affects Kingsman Academy or that negatively affects the ability or fitness of any student, School affiliate, staff, or faculty member to effectively serve the School or that negatively affects any student's educational experience. This policy shall not be construed as prohibiting concerted activity on matters of mutual concern to employees protected (in electronic and other communication) under the National Labor Relations Act.

Privacy Expectations and Personal Use

All hardware, software, files (whether saved to network drives, hard drives, removable media, or off-site School-leased servers, or any other form if created under the auspices of the School), emails, and any other electronic materials created using Kingsman Academy' hardware, software, and/or network constitute the property of the School.

- When using School technology, employees must observe all other School policies, including those found elsewhere in this book, in other staff resource manuals, or those communicated by School staff. In particular, all provisions regarding sexual harassment prohibitions apply to the use of technology.
- Employees are prohibited from using technology to access material that is inappropriate for students.
- Employees should expect only limited privacy regarding files saved to hard or network drives, e-mails, Web site histories, and other information resources. The School reserves the right to retain materials and investigate any media at any time with or without notice if deemed necessary for the safe and efficient operation of the School as well as for legal reasons.

- The School expects all employees to use IT resources legally and ethically. The School will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through School IT resources.
- The School will not be responsible for any damage employees may suffer while using Kingsman Academy' IT resources, including but not limited to loss of data and interruptions of service. The School is not responsible for the accuracy or quality of the information obtained through the Internet or other IT resources. The School will not be held responsible for personal financial obligations employees incur while using the School's IT resources.
- Kingsman Academy understands that it provides IT resources to which staff may not have access outside the School and that staff may need to conduct personal business while at the School. As would be the case with personal telephone calls, the School expects staff to be reasonable in personal use of IT resources. The School reserves the right to deem a particular use or group of uses unreasonable.

Hardware

Hardware is the property of Kingsman Academy.

- Users may not move, alter, upgrade, or otherwise change hardware without the express permission of either the Director of Operations.
- Users may not install software on Kingsman Academy hardware—if you need a program or device, request it of the Director of Operations. If the program or device is proprietary or not within the approved budget, the Director of Operations will require that you purchase the program through standard procurement steps (i.e., by getting approval from a department head and all other relevant School leaders). Exceptions require the permission of the Director of Operations.
- No computer can be reserved solely for one user unless expressly designated by the Director of Operations. In other words, any user may be logged on to any PC at any time, even in a private office, if it is deemed necessary to the smooth operation of the School.

Password Protection

User passwords are keys to accessing data about employees and their work for the School. In the wrong hands, a password can be used to impersonate an employee online and take unauthorized action in her or his name. Kingsman Academy has developed the following policies to ensure the integrity of passwords.

- A generic password is provided when you first use the Kingsman Academy network—you must change this generic password to a unique one in a timely fashion and continue to update your password when the system prompts you to do so.
- Do not disclose your password to anyone except authorized School employees (i.e., a School leader or IT specialist). If approached for your password (e.g., via an e-request,

even one that appears legitimate) do not respond with your password but instead notify a School leader and the IT specialist.

- Do not share a password.
- Do not write down a password.
- Set your computer to lock automatically after if it has not been in use for 10 minutes—consult with the IT staff if you do not know how to do this.
- Do not leave a computer unattended if you have logged on—always log off a computer before leaving it unattended, even for a short time.
- Notify the network administrator immediately if you suspect your password has been compromised.

E-mail

E-mail via the Kingsman Academy network is provided for the sole intent of communicating School business.

- Refrain from posting Kingsman Academy e-mail addresses on public Web sites, as this attracts “spam.”
- Use common sense when communicating via e-mail.
- The School reserves the right to retain and review staff e-mails—they are business, not personal, communication. In addition, e-mails frequently are mis-sent, forwarded, or archived by users. A common rule of thumb is never to write in an e-mail something one would not want posted in print on a School bulletin board or, in the case of obviously private communication, not to write in language that would prove embarrassing if revealed.
- The School understands that effective education requires collegiality and that e-mail is a convenient medium for sharing information, planning professional and work related social events, and other collegial activities. As noted before, such use of School IT resources should be reasonable and tactful.
- Use particular care when sending e-mails to group lists—note the following:
 - Never send a message to every address and group in the global contact list.
 - Consult with your supervisor if you have questions.
 - Send e-mails to individual addresses whenever possible.
 - Refrain from sending mass emails and reply all to user groups unless approved by your supervisor.
 - Refrain from using “high priority” when sending emails unless approved by your supervisor.

- When using a group list, confirm that it is up-to-date; be sure the message will neither leave out intended recipients nor include unintended recipients.
- Consult with a School leader before sending an e-mail to a group list of School authorities.
- Refrain from sending mass e-mails to School listservs/user-groups unless the material is clearly related to Kingsman Academy' business. For instance, the sharing of "helpful" e-mail petitions and chain letters, even when apparently benevolent, frequently spreads misinformation (e.g., urban legends) or simply distracts co-workers.
- Concerns and academic issues related to e-mail should be addressed to School leaders.

Appropriate Material

When browsing the Internet or using other IT resources, use common sense regarding material viewed. The School expects that employees using Kingsman Academy' IT resources:

- will not download or otherwise access material that would be inappropriate if viewed by students;
- will not do anything illegal, including infringing on the copyright of software, content, or images, plagiarizing others' content, or otherwise violating the law or academic ethics; and
- will not share private information about students or employees; note that sharing confidential information *in any media at any time in any format*, violates confidentiality policies discussed elsewhere in this manual

ORGANIZATIONAL CODE OF CONDUCT

PART I: PROFESSIONAL CONDUCT

Kingsman Academy and its employees must, at all times, comply with all applicable laws and regulations. Kingsman Academy will not condone the activities of employees who achieve results through violation of the law or unethical business dealings. This includes payments for any illegal acts, indirect contributions, rebates, and bribery. Kingsman Academy does not permit any activity that fails to stand the closest possible public scrutiny. All business conduct should be well above the minimum standards required by law.

Accordingly, employees must ensure that their actions cannot be interpreted as being, in any way, in contravention of the laws governing Kingsman Academy's operations.

Employees uncertain about the application or interpretation of any legal requirements should refer the matter to their supervisors, who, if necessary, should seek the advice of an attorney as approved by the Executive Director.

In addition to expecting employees to perform their jobs competently and reliably, the School expects employees to conduct themselves in a professional, ethical, and responsible manner that reflects well upon the School, that promotes a spirit of cooperation and teamwork among employees, and that is respectful of students, parents, other employees, contractors, and members of the public with whom the School conducts business and interacts. Whenever an employee breaches a standard of conduct, measures may be taken to correct the situation and to help ensure that such conduct is not repeated. The degree of discipline, as decided by the School in its sole and complete discretion, depends upon a number of factors, including previous violations, the gravity of the offense, and the circumstances under which it occurred. The School's decision in every case is final and binding.

Prohibited Conduct

Although it is impossible to anticipate in advance every possible scenario or category of misconduct that would be of concern and that could lead to corrective action, including termination, the following are examples of prohibited conduct.

- Unsatisfactory work performance
- Insults and/or derogatory remarks against a person or group—verbal or otherwise—including but not limited to racial epithets
- Violation of any of the policies described in this handbook or any policies otherwise communicated to employees
- Conduct that harms or threatens harm to others or that is abusive or disrespectful to management, co-workers, clients, or other persons involved with Kingsman Academy

- Excessive tardiness or absenteeism
- Falsification of Kingsman Academy records, including time sheets
- Unauthorized use, misuse, removal, or intentional damage to Kingsman Academy property or property of a co-worker, client, or other person with whom Kingsman Academy interacts
- Theft or misappropriation
- Misrepresentation or failing to communicate with Kingsman Academy in a forthright manner
- Insubordination
- Improper or unprofessional behavior or language while on School property or business
- Inappropriate behavior towards or contact with a student, whether during or after business or on or off School premises
- Harassment (sexual or otherwise) of any member of the School community (including but not limited to students, parents/guardians, co-workers, volunteers, or Trustees), whether during or after business or on or off School premises
- Carrying or possessing weapons on School premises or on School business
- Engaging in unethical business practices or activities

These examples are illustrative only, and are not intended to be an all-inclusive list of conduct that is prohibited. Other types of behavior or conduct could also lead to disciplinary action, up to and including termination.

PART II: ETHICAL BUSINESS PRACTICES & FRAUD PREVENTION

Conflicts of Interest

Kingsman Academy expects that employees will perform their duties conscientiously, honestly, and in accordance with the best interests of the School. Employees must not use their position or the knowledge gained as a result of their position for private or personal advantage. Regardless of the circumstances, if employees sense that a course of action they have pursued, are presently pursuing, or are contemplating pursuing may involve them in a conflict of interest with their employer, they should immediately communicate all facts to their supervisor.

Outside Activities, Employment, and Directorships

All employees share a serious responsibility for Kingsman Academy's good public relations, especially at the community level. Their readiness to help with charitable, educational, and civic activities brings credit to the School and is encouraged. Employees must, however, avoid acquiring any business interest or participating in any activity outside the School that

would, or would appear to create a conflict of interest—an obligation, interest, or distraction—that may interfere with the independent exercise of judgment in the School’s best interest.

Relationships with Clients and Suppliers

Employees should avoid investing in or acquiring a financial interest for their own accounts in any business organization that has a contractual relationship with Kingsman Academy or that provides goods or services, or both, to the School if such investment could influence or create the impression of influencing their decisions in the performance of their duties on behalf of the School.

Gifts, Entertainment, and Favors

Employees must not accept entertainment, gifts, or personal favors that could in any way influence or appear to influence business decisions in favor of any person or organization with whom or with which Kingsman Academy has, or is likely to have, business dealings. Similarly, employees must not accept any other preferential treatment under these circumstances because their position with the School might be inclined to, or be perceived to, place them under obligation.

Grants, Awards, and Partnerships

The School encourages teachers and staff to bring resources to the School, but such resources must be coordinated and vetted to ensure that the School accounts for them properly in financial records and that the resources do not create unreasonable burdens or expectations. Any grant, donation of funds or goods, award, partnership, or new program or initiative involving the School or its students must be communicated to and approved by the relevant department. Refer questions regarding grants and donations to the Development Department and consult with the relevant administrator regarding partnerships.

Kickbacks and Secret Commissions

Regarding Kingsman Academy’ business activities, employees may not receive payment or compensation of any kind, except as authorized under the School’s policies. In particular, the School strictly prohibits the acceptance of kickbacks and secret commissions from suppliers or others. Any breach of this rule will result in immediate termination and prosecution to the fullest extent of the law.

Whistle-Blower Policy

Kingsman Academy is committed to maintaining a workplace where employees are free to raise good faith concerns regarding the School’s business practices, specifically:

- 1) reporting suspected violations of law on the part of the School, including but not limited to federal laws and regulations;
- 2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and identifying

potential violations of Kingsman Academy policy, specifically the policies contained in the Employee Handbook.

Kingsman Academy expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise in good faith suspected violations of law, cooperate in inquiries or investigations, or in good faith identify potential violations of School policies. Any employee who engages in retaliation will be subject to disciplinary action.

Detailed procedures for reporting and resolving issues at the School—including issues covered by this policy—appear under “Grievance Procedure.” In addition, any employee who wishes to report a suspected violation of law or policy may:

- report it to her or his supervisor;
- report it to the next level of management if the issue involves a supervisor;
- report issues anonymously to the mailbox of Human Resources.

Kingsman Academy Funds and Other Assets

Employees who have access to Kingsman Academy funds in any form must follow the prescribed procedures of recording, handling, and protecting money as detailed in the School’s instructional manuals or other explanatory materials or both. Kingsman Academy imposes strict standards to prevent fraud and dishonesty. If employees become aware of any evidence of fraud and dishonesty, they should immediately advise their superior so that the School can promptly investigate further.

When an employee’s position requires spending School funds or incurring any reimbursable personal expenses, that individual must use good judgment on the School’s behalf to ensure that good value is received for every expenditure.

Kingsman Academy funds and all other assets of the School are for School purposes only and not for personal benefit. This includes the personal use of School assets, such as computers.

Obligating School Resources

Note that only the School’s leaders—not teachers, department chairs, or groups of teachers— have the authority to create obligations for the School. Any activity—even for out-of-class-time activities or activities officially sponsored by an “outside” group—must be approved by the School’s leaders in advance if it:

- obligates the School in any way;
- works with students in any way;
- requires any commitment of the School’s funds, staff time, facilities, or any other resources;
- creates a public relations message about the School; or

- entails any activity of any kind that creates any obligation or liability for the School (no matter how apparently small).

Failure to provide timely notice and await approval of an obligation of the School may result in disciplinary action determined at the School's sole discretion on a case-by-case basis that may include, but may not be limited to, cancelation of the event, purchase, or product and/or termination of employment.

PART III: RECORDS, CONFIDENTIALITY & COMMUNICATIONS

Organization Records and Communications

Accurate and reliable records of many kinds are necessary to meet Kingsman Academy's legal and financial obligations and to manage the affairs of the School. The School's books and records must reflect in an accurate and timely manner all business transactions. The employees responsible for accounting and recordkeeping must fully disclose and record all assets, liabilities, or both and must exercise diligence in enforcing these requirements.

Employees must not make or engage in any false record or communication of any kind, whether internal or external, including but not limited to:

- False expense, attendance, production, financial, or similar reports and statements, and
- False advertising, deceptive marketing practices, or other misleading representations.

Dealing with Outside People and Organizations

Employees must take care to separate their personal roles from their School positions when communicating on matters not involving School business. Employees must not use organization identification, stationery, supplies, or equipment for personal or political matters.

When communicating publicly on matters that involve School business, employees must not presume to speak for the School on any topic, unless they are certain that the views they express are those of the School, and it is the School's desire that such views be publicly disseminated.

When dealing with anyone outside the School, including public officials, employees must take care not to compromise the integrity or damage the reputation of the School or any outside individual, business, or government body.

Media Relations

Any communication from a person affiliated with the media, including written media, radio, television, and the Internet, that is received by an administrator, teacher, or staff member that expresses an interest in reporting on Kingsman Academy in any regard should be referred immediately to the office of the Executive Director. To the degree possible, anyone reporting a request for information or other communication from a representative of the

media should provide the Executive Director with as much information as possible, including contact information, specific areas of inquiry, and the nature of the communication.

Before responding to any inquiry or participating in any interview with a representative of the media, whether “on” or “off” the record, all administrators, teachers, and staff members must seek and receive approval from the Executive Director. Only the Executive Director is authorized to express comments or viewpoints on behalf of Kingsman Academy without explicit pre-approval. Likewise, administrators, teachers, and staff members must seek and receive approval from the Executive Director before initiating any contact with representatives of the media regarding anything related to Kingsman Academy.

A second area of media relations is the School’s use of images of and statements/work-products by employees in its own communications efforts. Presenting the School’s work and our employees’ and students’ accomplishments in public is a critical element of the School’s work in areas including but not limited to dissemination of best practices, fund-raising, and collegiality with organizations pursuing similar work. Therefore, note that:

- the School reserves the right to use images of, statements by, and work produced by employees in public relations materials this includes any representation of employees’ work with the School in all forms and media—photographs; written summaries and quotations; video; print publications; radio;
- television; Web; blogs and all other media in all languages and editions
- this policy applies to representations of activities on School grounds or at any school sponsored event, as well as representation created by employees in relation to or as a result of work for the School;
- images may be used by the School and may also be sent to the media and/or to other organizations granted permission by the School to use images in their public relations materials;
- employees who have concerns must communicate in writing with the Communications Associate within 10 business days of either the first day of orientation or their date of hire, and they may be asked to discuss their concerns further either in writing or in meetings with School leadership.

Prompt Communications

In all matters relevant to students, parents, suppliers, government authorities, the public, and others in the School, all employees must make every effort to achieve complete, accurate, and timely communications—responding promptly and courteously to all proper requests for information and to all complaints.

Privacy and Confidentiality

When handling financial and personal information about students, parents, or others with whom Kingsman Academy has dealings, observe the following principles:

- 1) Collect, use, and retain only that personal information necessary for School business. Whenever possible, obtain any relevant information directly from the person concerned. Use only reputable and reliable sources to supplement this information.
- 2) Retain information only for as long as necessary or as required by law and smooth conduct of School business. Protect the physical security of this information.
- 3) Limit internal access to personal information to those with a legitimate business reason for seeking that information. Use only personal information for the purposes for which it was originally obtained. Obtain the consent of the person concerned before externally disclosing any personal information, unless legal process or contractual obligation provides otherwise.

CORRECTIVE ACTION PROCEDURES

Unless agreed otherwise in a written contract signed by the employee and the Executive Director of Kingsman Academy, all Kingsman Academy employment is "at will" and either Kingsman Academy or the employee may terminate the employment relationship with or without Cause at any time and for any reason. Nonetheless, as a matter of personnel administration and not a matter of contract, and at Kingsman Academy' sole discretion, Kingsman Academy generally imposes discipline only after counseling has been unsuccessful or is inappropriate. In this way, Kingsman Academy tries to correct behavior that adversely affects Kingsman Academy or its employees or that otherwise causes problems. Progressive corrective action methods may include the following, or others, and the choice of whether to employ corrective action, what steps to employ and in what order lies in the sole discretion of Kingsman Academy.

- An informal verbal discussion that is documented in the manager's file
- A verbal warning with documentation to the employee's personnel file
- A formal written corrective action plan that is approved by the Executive Director
- Suspension without pay
- Termination of employment

Employees should be aware that serious misconduct, as determined by Kingsman Academy, will normally lead to more severe discipline, up to and including termination, without the opportunity for corrective action. As a matter of discretionary but fair personnel administration, Kingsman Academy will endeavor to treat in a similar fashion employees who are similarly situated, in all relevant respects, to other employees. In no case, however, will the use of corrective action, or the use of disciplinary action less than termination, set a precedent for the employee or others or change an employee's at-will employment status.

PERSONNEL RECORDS

Kingsman Academy maintains personnel records for applicants, employees, and past employees in order to document basic employee data, employee selection information, status changes, training development data, and performance documentation. Confidential information such as, but not inclusive of, dependent and beneficiary information, EEO/Affirmative Action data, the I-9, medical certifications and other medical-related documents, workers' compensation forms, requests for reasonable accommodations, etc., are maintained in a confidential file or files to protect the privacy of the employee.

Employees have a responsibility to keep their employee data current relative to name; address; telephone number; marital status (for benefits and tax purposes only); number of dependents; addresses and phone numbers of dependents, spouse, former spouse (for insurance purposes only); and emergency contact(s).

To ensure that the amount of tax withheld is adequate, employees whose number of withholding exemptions decreases during the year must give their employer a new W-4 form with the correct number of exemptions within ten (10) days of the decrease.

Employees may inspect their personnel files and may request a copy of—but not remove—documents in the file. Inspections by employees must be requested in writing to the Executive Director's office and must be conducted in the presence of a designated member of the staff. Employees who believe that any file material is incomplete, inaccurate or irrelevant may submit a written request for file revisions to the Executive Director's office. If the request is not granted, the employee may place a written statement of disagreement in the file and make a complaint using the standard grievance procedure.

Only supervisory and management employees who have an employment-related need-to-know about the employee may inspect the files of that employee.

GRIEVANCE PROCEDURE

Complaint Process—General

Kingsman Academy takes measures to maintain a harmonious environment as set forth in the “Courtesy” policy section of the handbook. Kingsman Academy **expressly prohibits any form of unlawful employee harassment, retaliation, discrimination, or inharmonious behavior as covered by the policies set forth in the “Work Environment” section of this manual.** It is incumbent upon every employee to abide by such environmental policies. Any employee who feels that the conduct of management or another employee is inappropriate or not in compliance with set policies is obligated to report their complaint in writing to their immediate supervisor. If the complaint is against the immediate supervisor, the employee should share their concerns with the next level of management. If the complaint entails discrimination or violation of laws protecting against discrimination, see “Notice of Procedural Safeguards” and “504 Grievance Procedure,” below.

All complaint reports will be thoroughly addressed by management and be subject to the determination of timing, scope, and extent by Kingsman Academy management on a case-by-case basis considering the nature of the complaint. In order to reach a fair resolution, all involved parties of the complaint will be requested to provide their interpretation of the complaint.

Complaint Resolution Process—General

Except when otherwise indicated in the “Notice of Procedural Safeguards” and “504 Grievance Procedures” sections, below, Kingsman Academy follows the complaint resolution process described in this section. Following an investigation, Kingsman Academy will take such action that it deems necessary to reach a resolution:

- **No Violation.** In the event that the investigation discloses no violation of policy or is inconclusive, all parties deemed necessary by Kingsman Academy, including the complainant and the alleged offender, will be so advised.
- **Violation.** In the event that the investigation discloses a violation of policy, Kingsman Academy will normally communicate its findings to both the complainant and the alleged offender. Based upon the totality of the circumstances, appropriate disciplinary and/or other corrective action, up to and including termination, will then be taken. The action taken will be reasonably calculated to prevent any further unacceptable conduct. It is within Kingsman Academy’ discretion to determine the appropriate corrective action.

If the complainant or alleged offender is not satisfied with the resolution, he or she is encouraged to contact Kingsman Academy’ Executive Director, who will render a final decision.

In the event an investigation of a complaint fails to reveal a violation of policy and instead reveals that any person, including the complainant, has abused the policy by lodging a

knowingly false or frivolous complaint by fabricating facts, by failing to tell the truth, or by knowingly omitting important facts, Kingsman Academy may take appropriate disciplinary and/or other corrective action.

Notice of Grievance Procedures for Employees

Any employee who believes that Kingsman Academy has engaged in discrimination and/or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise may submit a complaint pursuant to Kingsman Academy's Grievance Procedures. A copy of the grievance procedures can be obtained by request through Human Resources Department.

504 Grievance Procedures

Any person who believes that Kingsman Academy has engaged in discrimination and/or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise may submit a complaint to the designated individuals below.

Complaints involving students who attend Kingsman Academy may be submitted to your direct supervisor.

Complaints involving employees of Kingsman Academy may be submitted to:

Human Resources Department

Kingsman Academy Public PCS School

1375 E Street NE

Washington, DC 20002

(202) 547-1028

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures may be used by employees, students, parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Kingsman Academy encourages individuals to discuss their concerns with appropriate School officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Kingsman Academy prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. Complainants may use the complaint form attached to the grievance procedure. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the Executive Director within ten (10) business days after receipt of the response. The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Executive Director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

[Executive Director contact info]

Step 3

If the complainant is not satisfied with the decision of the Executive Director he/she may appeal through a signed written statement to the Board of Trustees within ten (10) business days of the receipt of the Executive Director's response. In an attempt to resolve the grievance, the Board of Trustees shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

[Board contact info]

The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of

Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached by phone at (202) 453-6020 or fax at (202) 453-6021.

DISCRIMINATION/HARASSMENT COMPLAINT FORM

Date: _____

- I. Name of Person on Whose Behalf Complaint is Being Brought: _____
Name of Person Bringing Complaint: _____
Relationship/Title: _____
Address: _____
Phone: _____ Alternate Phone: _____
Email Address: _____

SUMMARY OF COMPLAINT

- II. _____

If others are affected by the possible violation, please give their names and/or positions: _____

Your suggestions on resolving the complaint: _____

- III. Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this complaint.

Signature of Complainant Date

Name of Person Receiving Complaint

Signature of Person Receiving Complaint Date

MANDATORY REPORTING OF CHILD ABUSE, NEGLECT, OR SEXUAL VIOLATION CONCERNS

This section states Kingsman Academy' protocol, policies, and procedures for mandatory reporting of and responding to concerns regarding child abuse, neglect, or sexual violation.

- 1) It is the policy of the School to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, the expectation is that the School will act swiftly and in an organized manner to respond. The following steps are taken as preventative measures:
- 2) *All* staff members and personnel are to receive and read this policy at least one time during each school year. Signature sheets will be used to track compliance. In order to minimize risk in the School environment, every staff member is hereby notified that one-adult/one-student situations should be avoided if possible. If they are to occur, it is the individual staff member's responsibility to make sure that the activity is observable and can be interrupted at any time.

School staff members are required by law to report instances of child abuse. The following procedures shall be followed when a staff member has a concern that a child is being abused or is in danger of being harmed:

- 1) When staff members receive a disclosure of abuse or neglect from a student, or when they witness a sign of child neglect/abuse (e.g., an incident, marking on child, etc.), they are to ***immediately*** report their concern to the student's grade-level dean or to the clinical counselor, who shall then report to the Executive Director.
- 2) The staff member who originally initiated the response shall work with a dean/counselor (as needed by the dean/counselor) to complete an incident report; the report will include the circumstances surrounding the disclosure/incident, the specific words of the student, and steps taken in response (e.g., reported the concern to the deans, brought the student to the counselor's office, etc.).
- 3) A dean, the clinical counselor, the Academic Director, the Director for Curriculum & Instruction, the Executive Director, or the Executive Director's designee will meet with the student to obtain additional information about the concern. These leaders will avoid asking leading questions. *No other staff member should question the student about the concern/disclosure.*
- 4) A dean, the clinical counselor, the Academic Director, the Director for Curriculum & Instruction, the Executive Director, or the Executive Director's designee shall determine next steps (e.g., call to parent, report to CFSA or other jurisdiction, etc.).* *A parent should be notified if, in doing so, no further harm will come to the child.*
- 5) A dean, the clinical counselor, the Academic Director, the Director for Curriculum & Instruction, the Executive Director, or the Executive Director's designee shall file a

written report with the Metropolitan Police Department if drug abuse is known to have been involved.

- 6) If a call to CFSA or another Child Protection agency is warranted, a dean, the clinical counselor, the Academic Director, the Director for Curriculum & Instruction, the Executive Director, or the Executive Director's designee will make the call, involving the staff member who originally initiated the report as needed. Those making the call will be prepared with the student's personal and family information before the call, and they will be prepared to take notes during the call. The call/written report to CFSA (or MPD) shall include, but need not be limited to, the following information if it is known to the person making the report:
 - a. The name, age, sex, and address of the following individuals, if known:
 - i. The child who is the subject of the report;
 - ii. Each of the child's siblings and other children in the household; and
 - iii. Each of the child's parents or other persons responsible for the child's care;
 - b. The nature and extent of the abuse or neglect of the child and any previous abuse or neglect, if known;
 - c. All other information which the person making the report believes may be helpful in establishing the cause of the abuse or neglect and the identity of the person responsible for the abuse or neglect; and
 - d. The identity and occupation of the source (the person(s) making the report), how to contact the source and a statement of the actions taken by the source concerning the child.
- 7) After a call is placed, it will be documented promptly by those making the call, including but not limited to the Agent number of the hotline worker with whom the Kingsman Academy representative spoke, the hotline worker's response (e.g., accepted the report, did not accept the report, etc.), and what follow-up can be expected (e.g., CFSA will investigate report, CFSA to come see the student at the School, etc.).
- 8) If the alleged abuser is within the School (e.g., another child; a staff member, etc.), then the Executive Director (in coordination with other School leaders as she or he sees fit) shall determine how to ensure that the alleged abuser does not have access to the child while an investigation is conducted. The Executive Director (or her/his designee) shall work with law enforcement when necessary to ensure that the alleged abuser does not access the alleged abused child off-site.

Note that the policy above neither relieves nor is intended to limit an individual's responsibility to report suspected neglect or abuse. That is, reporting suspected cases of neglect/abuse is an *individual* responsibility under law, and failure to report can lead to

penalty. It is also, independently, Kingsman Academy policy that suspected cases of abuse/neglect shall immediately be brought to the attention of student affairs leadership and that staff members reporting abuse will coordinate their response—to the best of their ability as circumstances allow—with School leaders.

*** DC Children and Family Services Agency (CFSA) may be reached at a 24-hour/7-days-a-week hotline: (202) 671-SAFE (202-671-7233).**

A national Child Abuse Hotline may be reached at 1-800-4-A-CHILD.

2. STUDENT AND FAMILY HANDBOOK

NOTICE OF NONDISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Kingsman Academy Public PCS School are hereby notified that Kingsman Academy Public PCS School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

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WELCOME TO KINGSMAN ACADEMY

Welcome to Kingsman Academy Public PCS School. This handbook has been created to help students learn about and understand the expectations of the Kingsman Academy community. Please read this handbook carefully.

The mission of Kingsman Academy is to provide a high-quality and unique educational experience for all of our students, which we do by challenging students to excel academically and socially and by holding them to the highest expectations. Please join us as partners in our efforts to provide the best education for our students.

This handbook sets out rules and guidelines for maximizing learning opportunities for our students in an environment of high-quality education. If you have any questions or concerns, please do not hesitate to contact the school.

We are delighted to have you with us and hope this will be a memorable and successful academic year for everyone.

MISSION STATEMENT

Kingsman Academy Public PCS School provides an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

POLICIES

Acceptable Computer Use Policy

The use of computers at Kingsman Academy offers opportunities for students to access the Internet, as well as word processing, in order to enhance educational goals and objectives. Use of equipment in the media room and classrooms is a privilege to the user and entails responsibility. The smooth operation of the networked and non-networked computers relies upon the proper conduct of users, who must adhere to guidelines for efficient, careful, ethical, and legal utilization of the resources. These guidelines are set forth in the Acceptable Use Agreement (see Appendix), which outlines Kingsman Academy's expectations for and the responsibilities of the computer user. Students and families must complete an acceptable use form in order to be able to use school computers.

Advisory

The advisory program at Kingsman Academy is an important tool for engaging and connecting with students and families and in ensuring that the needs of all students will be met. Every student will be assigned to an advisor at the beginning of the school year. The advisor serves as the student's advocate and provides additional support and mentoring for students. Advisors also serve as liaisons to families. Daily advisory meetings may include team building exercises, individual guidance, character education, and other enrichment activities. Advisors also teach social skills, review school wide expectations, work on study and organizational skills, and help students prepare for the day ahead.

Attendance at Kingsman Academy Events

Currently enrolled Kingsman Academy students are permitted to attend school related events without the presence of a parent/guardian. With the exception of parents/guardians, individuals who are not currently enrolled students at Kingsman Academy are not permitted to attend any Kingsman Academy events without the prior consent of school administration. Students may attend special events including, but not limited, to prom, graduation, and others as warranted by school administration without a parent/guardian if they have met the criteria established by the school administration for the specific event. Any current student who is serving an Out-of-School Suspension is not permitted to attend any Kingsman Academy event while serving the suspension. Any student who has been expelled from Kingsman Academy is prohibited from attending Kingsman Academy events on- or off-campus.

Attendance Policy

Because daily attendance is vital to success in school, it is very important that students are present and on time every day of school. Students must be present at least 80% of the school day to be counted as present. The school day begins at 8:30 am and ends at 3:30 pm.

In anticipation of a student's absence from school, a parent/guardian and/or emergency contact, as listed in a student's Emergency Contact Information, must contact the main office via telephone and provide written documentation within five (5) days of the absence. Failure to provide written documentation of an excuse will result in an unexcused absence.

Excused Absences

The following absences are considered excused:

- Death in the student's immediate family (written verification required);
- Illness of the student (a doctor's certificate is required for a student absent more than two consecutive days);
- Observance of a religious holiday;
- Out-of-School Suspension or In-School Suspension;
- Medical reasons such as a doctor's appointment (a doctor's note should be provided when the student returns to school); and
- Other absences approved in advance by the Kingsman Academy administration upon the written request of a parent/guardian.

Student employment or related absences are not excused absences.

Documenting an Excused Absence

When a student returns to school after an absence, he/she must bring a note to the main office. The note must include the date(s) of the absence, the reason for the absence, and any required documentation. An original doctor's certificate should be provided for medical appointments scheduled during the school day or absences due to illness totaling three or more days.

It is the student's responsibility to obtain any missed academic work assignments from his/her teachers.

Students who are absent from school are not permitted to:

1. Be on school property;
2. Participate in school activities; or

3. Attend school activities and/or after school activities.

Breakfast

Kingsman Academy serves breakfast between the hours of 8:00 am and 8:25 am. There is no cost associated with breakfast. Pursuant to D.C. Code Section 38-822.06 (2014), food served at Kingsman Academy must meet the requirements of the United States Department of Agriculture's HealthierUS School Challenge program at the Gold Award Level for competitive foods.

Building Hours

Kingsman Academy is open and available to students as much as possible. As a general principle, following dismissal of regular classes at 3:30 pm, students are encouraged to use the school building for learning and extra-curricular purposes.

During the school year, the building opens at 7:45 am. Students may not enter the building before 7:45 am each morning. Students who arrive before 8:25 am must report directly to the cafeteria or their assigned breakfast locations and are not permitted anywhere else in the building unless under the supervision of a faculty or staff member.

Students are dismissed at 3:30 pm. All students are expected to leave the building unless they have a specific reason to stay at school (e.g., after school club or meeting, sports team practice, detention). All students must be in the supervision of a staff member if they are in the building after 3:30pm. All students will exit the building through the designated student exit.

Cafeteria Expectations

All students must follow the posted cafeteria rules at breakfast, lunch, and after school. Cafeteria rules are subject to change from time to time at the discretion of school administration.

Changes to Kingsman Academy Policies

Kingsman Academy policies may be added or amended during the current school year at the sole discretion of school administration. Any major policy changes will be communicated to students and their families in writing.

Community Service

Community service is designed to improve the quality of life for community residents or to solve particular problems related to their needs. To be considered community service, an activity must be:

- Performed for no pay;
- Completed at a nonprofit institution, church, school, community center, library, hospital or other service-related organization;
- Under the supervision of an adult that is not a member of the student's family;
- Beneficial to at least one other person and the larger community; and
- Separate from a service activity for which the student is already receiving school credit or those mandated by a court or school disciplinary action.

Examples of activities that meet the community service definition include, but are not limited to:

- Working in any capacity at a nonprofit organization;
- Cleaning up the school on a Saturday;
- Tutoring younger children;
- Organizing a drive that for the collection of items including clothes, shoes, food, blankets, etc., for the benefit of those in need;
- Reading to the elderly in nursing homes;
- Restoring a park;
- Volunteering at one's church;
- Helping at a local fire or police department;
- Sorting food at the food bank;
- Serving meals at a homeless shelter; and,
- Volunteering as a peer tutor.

Please refer to the Graduation Requirements for specific Kingsman Academy community service requirements.

Contact Information

Kingsman Academy's address is 1375 E Street NE, Washington, D.C. 20002. The telephone number is 202-547-1028; from this number, callers may transfer to other extensions. The school's website is [website]. The fax number is 202-547-1272.

Dismissal

The school day ends at 3:30 pm. At the end of the school day, students are expected to leave the building via the E Street exit in an organized and respectful fashion. Students should be aware that all Code of Conduct rules apply when they are leaving the building and on the school grounds, and continue to apply until they have arrived at their home or other destination. Students who violate the Code of Conduct on their way home or to school will suffer disciplinary consequences.

Dress Code

Students are expected to be in appropriate dress when they arrive at school and to adhere to the dress code at all times during the school day. The Kingsman Academy dress code is as follows:

1. **All students must wear a Kingsman Academy shirt.** Students will be allowed to wear any Kingsman Academy shirt (including T-shirts) as part of their uniform. We encourage Middle School students to wear grey polo shirts and High School students to wear navy shirts. At the beginning of the year, every student will receive two Kingsman Academy polo shirts, and every senior will also receive one oxford shirt. Additional polo shirts are available for purchase.
2. **All shirts must be tucked in** so that the belt loops of a student's pants show.
3. **All students must wear tan or navy full-length khaki pants.** Students may also wear tan or navy khaki skirts that are no shorter than the knee. Jeans and shorts are not allowed.
 - Cut-offs, shorts, skorts, and capri pants are not allowed during the school year.
 - Pants must be khaki material. Students may not wear pants made of denim, or sweatpant material. Leggings and cargo pants may not be worn.
 - Pants must be worn appropriately.
4. **Belts must be worn with pants.**

Students are expected to adhere to the dress code at all times unless given specific permission from the school's administration (field trips, special events, etc.). This includes half days and days when students leave early or arrive late after appointments. A parent note does not excuse a student from following the dress code. Students who arrive at school out of dress code will be given a uniform to wear for the day. Repeated instances of this will result a referral to the student's Dean of Students and possible consequences. Other important dress code elements include:

- All clothing should be neat and clean. Pants are to be worn at the waist. Shirts should be buttoned, tucked in, and free of any insignias, writing or pictures. Students should be appropriately covered from the shoulders to the knees, and the midriff area should be completely covered. No underwear should be visible.
- All coats or jackets must be kept in lockers. Students are permitted to wear sweaters or other coverings during cold or inclement weather. These must be solid grey for middle school and solid blue for high school. OPCS sweatshirts may also be worn.
- Hats must be kept in a student's locker during the school day.
- Gloves, sunglasses, sweatbands, bandanas, headscarves or other head coverings should not be worn in the building.
- On days when students are allowed to dress down, clothing must still be clean, neat and appropriate. Clothing with inappropriate words, phrases, or symbols (including apparel that promotes or advertises drugs, alcohol, gangs, or illegal activities) is not permitted. Clothing should still cover the student from shoulder to knees without revealing the midriff or any underwear.

Drug Policy

Kingsman Academy maintains a drug-free environment. Our Code of Conduct provides that Kingsman Academy will take punitive action against any student involved with drugs. Kingsman Academy will also take rehabilitative action in such cases through referrals to appropriate agencies. Students who are suspected of being under the influence of drugs while in school will be referred to the Student Support Services Department, may be sent home, and may receive a Category III violation of the Code of Conduct. Students possessing drug paraphernalia will be sent home with a Category III Violation of the Code of Conduct.

Early Dismissal

In the rare event that a student needs an early dismissal, the following procedures must be followed:

1. A parent/guardian must send documentation in writing to the main office. The main office will verify the documentation. The Student Affairs Department will approve or deny the request for early dismissal.
2. A student will only be released to the parent/guardian who enrolled the student at Kingsman Academy or another adult designated in writing by the student's parent/guardian. The responsible adult must come into the office and sign the student out – Kingsman Academy

Public PCS School will not release a student without a legally authorized adult being physically present.

3. Students who are at least 18 years old may request their own early dismissal by submitting an Early Dismissal form. The Department of Student Affairs will approve or deny the request for early dismissal.
4. The student will be considered excused if the dismissal is for a reason that is in accordance with the excused absence policy.
5. If a student becomes ill during the school day, Kingsman Academy's on-site nurse may be able to address the student's needs. If a student is too ill to remain in school and needs to leave school, a parent/guardian will be contacted. Early dismissals are only granted when requested from a parent/guardian and/or emergency contacts that are documented during the enrollment process.
6. Students are not allowed to leave school by telephone request or written note alone.

Electronic Devices

Radios, iPods and MP3 players, CD players, video game players, cell phones, iPads, tablets, e-readers, and other electronic devices may not be used in the school building or on school grounds before and during the school day. Electronics devices may be used after the school day only in designated spaces. In the event that a faculty or staff member observes a student using any electronic device in the school building or on school grounds before or during the school day, the device will be confiscated and given to the Department of Student Affairs.

In the event that a faculty or staff member observes a student using any electronic device in the school building or on school grounds before or during the school day or afterschool outside of the designated areas, the device will be confiscated and given to the Department of Student Affairs.

The first time an electronic device is confiscated, the student will receive a warning.

The second time an electronic device is confiscated, the student's parent/guardian will be notified and required to come to the school to retrieve the item. To retrieve any confiscated device, students over the age of 18 ("Adult Students") will be required to complete activities determined by the Department of Student Affairs.

The third time an electronic device is confiscated, the student will suffer disciplinary consequences.

Kingsman Academy is not responsible for damage to, loss of, or theft of electronic devices in the possession of students or following confiscation by faculty and/or staff members.

Emergency Contact Information

All students must have Emergency Contact Information on file, listing the names and phone numbers of any adults who may be contacted in the case of an emergency. It is the parent's/guardian's responsibility to keep this information accurate and current. Students and/or student records will not be released to any individual not listed on the Emergency Contact Information. Changes and/or updates to the Emergency Contact Information must be made in writing by the primary parent/guardian. Verbal changes will not be accepted. Adult Students are responsible for providing and updating their Emergency Contact Information.

Any attempt by school administration to contact, in writing or via telephone, a student's emergency contact(s) that are unsuccessful as a result of inaccurate Emergency Contact Information on file shall not delay, hinder or limit Kingsman Academy' ability to exercise any of its rights under the Student and Parent Handbook including, but not limited to, expulsion of students who violate the Code of Conduct.

Enrollment

Students are enrolled according to the Enrollment Procedures set forth by the District of Columbia Public PCS School Board. To be enrolled, a student must complete all necessary documentation, provide current proof of residency, and provide medical and immunization records. Failure to provide necessary documentation will result in loss of enrollment.

Current students must complete an Intent to Enroll form annually by the specified date. Failure to complete the Intent to Enroll form may result in a student losing his/her slot for the upcoming school year.

Entering and Exiting the School

Kingsman Academy wants to maintain a safe and organized educational environment with minimal impositions on its members.

Students must use designated entrances and exits. Students must have their current school identification card ("ID") in order to enter the building each day. Upon entering the building, students must (1) present their IDs to security and (2) swipe their IDs at the designated station. A student who forgets his/her ID will be assigned a temporary one. Students must have their IDs visible at all times while on school grounds.

Students must exit the building via the designated exit. Students are not permitted to stand, loiter or socialize outside the school building before, during or after school. Students must comply with requests to vacate school grounds when given by any faculty member, staff member or school administrator.

Family members and guests entering the school must (1) enter via the designated entrance, (2) report to the security desk to sign in, and (3) immediately proceed to the main office to receive a visitor's badge that must be worn in a visible location for the entire duration of the visit. Before a family member or guest exits the building, he/she must sign out at the security desk. Former students will not be permitted to enter the school building between 8:00 am and 3:30 pm on school instructional days.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Field Trips

Field trips are an important extension of our school curriculum. In order for students to benefit from these activities, appropriate behavior from all students is expected.

Kingsman Academy may prohibit a student from attending field trips as a result of a violation of the Code of Conduct before or during field trip activities. Kingsman Academy may also require that a parent/guardian attend a field trip with his/her child. Students prohibited from attending or ineligible to attend field trip activities are still required to report to school. Students who do not report to school due to field trip ineligibility will be marked absent-unexcused.

In order for a student to participate in field trip activities, his/her parent/guardian must sign a permission slip form. Verbal permission, telephone calls or emails will not be sufficient. Adult Students must also complete permission slip forms.

Food

Students may not eat or possess food or drinks outside of the cafeteria unless medically required. Students may not bring outside food or drinks into the school building.

Good Standing

Any student who is not in academic and/or behavioral good standing may be excluded from Kingsman Academy events. Students who are on academic or disciplinary probation are considered to not meet the qualifications of good standing. The school administration may

exclude a student from any Kingsman Academy sponsored event based on the student's academic and/or behavioral record.

Grievance Policy

Kingsman Academy places a high value on the input of parents/guardians, and encourages parents/guardians to offer feedback on any aspect of the school program. Parents/guardians who have grievances are encouraged to contact the appropriate school staff member or school administration to discuss the areas of concern.

If you feel your complaint, whether administrative or programmatic, is not addressed properly at the school level, you may file a complaint with the Office of the State Superintendent of Education ("OSSE"). The OSSE complaint form can be found at <http://osse.dc.gov>.

Harassment and Sexual Harassment Policy

Kingsman Academy is committed to providing all students with a safe and supportive school environment. Members of the school community, including teachers, students, administrators and staff, are expected to treat each other with mutual respect at all times.

This directive is issued to provide guidance on conduct that might give rise to complaints of harassment generally, and sexual harassment specifically, and the steps that school officers, parents, teachers, and students should take in responding to such conduct and/or complaints.

I. Harassment of Students or Employees by Employees or Other Students—Defined

Harassment is a violation of school policy, and includes verbal, nonverbal, and physical conduct that substantially interferes with a student's education or creates an intimidating or hostile environment. This includes, but is not limited to, harassment based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

II. Sexual Harassment of Students or Employees by Employees or Other Students—Defined

Sexual harassment of students and employees is prohibited at Kingsman Academy. Sexual harassment includes, but is not limited to, unwelcome sexual advances, verbal sexual behavior, or nonverbal sexual behavior that substantially interferes with a student's education, or creates an intimidating or hostile environment.

III. Sanctions for Harassment and/or Sexual Harassment of Students by Students

Harassment generally, and sexual harassment specifically, of students by students is specifically prohibited by the Kingsman Academy Code of Conduct, and such harassment constitutes grounds for disciplinary actions and/or school exclusions as set forth in those provisions.

IV. Sanctions for Harassment and/or Sexual Harassment of Students by Employees

Harassment generally, and sexual harassment specifically, of students by employees is specifically prohibited by this directive and Kingsman Academy policy. Such conduct by employees may lead to adverse action including termination of employment.

V. Grievance Procedures for Harassment and/or Sexual Harassment of Students

Complaints of harassment generally, and sexual harassment specifically, of students by students, employees or other persons may result in an allegation of denial or abridgement of student rights as set forth in the Kingsman Academy Code of Conduct. When necessary, students and parents/guardians may avail themselves of the student grievance procedures. Any student who feels he/she has been harassed should report the incident to the Department of Student Affairs and/or another school administrator.

Health Services

The nurse's office is located on the ground floor.

The nurse is responsible for coordinating all medical and nursing services provided in the school. Nursing services include, but are not limited to, health assessments, health counseling, health care referrals, emergency care, first aid, and supportive health and safety education for all students and school personnel.

The nurse or other trained staff may administer medication with a physician's authorization and parental consent. A parent/guardian must bring the medication in to the school in the original container in order to be administered at school. Students must have on file a medication authorization form which can be obtained from the nurse.

Students will not be admitted to the nurse's office without a valid pass executed by a teacher. The nurse will sign the pass noting the arrival time and the length of stay in the health unit. The pass will be given to the teacher upon the student's return to class. If the nurse determines that a student is too ill to remain in school, he/she will contact the child's parent/guardian or emergency contact. Students who are ill may not leave the building without written authorization from school administration in the main office.

Exclusion Criteria

Students may not attend Kingsman Academy if they have any of the following signs or symptoms:

- Any illness that prevents the child from participating comfortably in the school program;
- Any illness that results in a greater need for care than staff can provide without compromising the health and safety of other children;
- Fever (over 100 degrees by mouth, ear, or rectally);
- Difficulty breathing (e.g. uncontrolled asthma attack);
- Lethargy, irritability, persistent pain, or other sign of possible severe illness;
- Vomiting (two or more times in the past 24 hours);
- Mouth sores associated with drooling (e.g. herpes stomatitis);
- Contagious rash (chicken pox, impetigo, scabies, ringworm of the scalp);
- Rash with fever or behavior change;
- Infectious conjunctivitis (pink/red eye with white or yellow eye discharge);
- Head lice;
- Sore throat and swollen glands to the point of discomfort and difficulty eating; and/or
- Persistent cough that interferes with activities.

If the nurse or Kingsman Academy staff/faculty suspect or learn of a student with a communicable disease, contagious symptoms or any of the above signs/symptoms the student may be dismissed early into the care of a parent/guardian or emergency contact. Adult Students shall only be released into the care of an emergency contact. In order to remain in school, the student must submit a physician's note indicating that he/she is eligible to be in school. Students will not be permitted to return to school activities without a physician's clearance.

Immunizations

All students must be up to date on all immunizations recommended by the District of Columbia Department of Health ("DOH"). If you do not want your child immunized for medical or religious reason, you must fill out the appropriate exemption forms available from the nurse.

Students who do not have all of their immunizations up to date will not be permitted to attend school after November 1 of the current school year.

Communicable Disease

The DOH does not permit students to remain on Kingsman Academy school grounds if they have a communicable disease or symptoms of a communicable disease.

Parent(s)/guardian(s) should notify the nurse within 24 hours after the student has developed a known or suspected communicable disease. If a student is found to have signs or symptoms of a communicable disease, a notice will be sent home indicating the disease and the nature of the illness. The names of the students will not be provided. All information about communicable diseases is confidential.

The following communicable diseases must be posted or reported:

- Chicken pox/varicella
- Conjunctivitis, infectious (pink eye)
- Diarrhea: viral, parasitic or bacterial (e.g., E. coli, Salmonella, Shigella, Rotavirus, Norwalk agent, Enterovirus, Giardia)
- Diphtheria
- Fifth Disease/Erythema infectiosum
- Haemophilus influenzae type B (Hib)
- Hepatitis A
- Hepatitis B
- Hand, Foot, and Mouth Disease
- Herpes simplex virus stomatitis (severe case of oral herpes)
- Impetigo
- Influenza (the flu)
- Lice
- Lyme Disease
- Measles
- Meningitis, viral or bacterial (e.g., meningococcus, enterovirus)
- Mumps

- Pertussis (whooping cough)
- Rabies
- Rubella
- Ringworm of scalp or body
- Scabies
- Stomach virus
- Strep throat/Scarlet fever
- Tuberculosis
- Typhoid Fever

Medication

The nurse and/or trained staff may administer medication to students while in school. Students must have a current Medication Authorization Form signed by a current physician on file. No medication will be administered unless you have completed a Medical Authorization Form. The form must be completed each school year.

- Prescription Medicine — Prescription medicines will be administered by the nurse or trained staff only if left in the original container and only according to the instructions on the container.
- Non-prescription Medicines — Kingsman Academy staff and/or nurse will not administer any non-prescription medication without a physician's note. Please cooperate by not asking our staff to administer drugs without instructions from a physician.

Students must secure all remaining medication by the last day of school from the nurse. Any medication left after the last day of school will be discarded.

Homeless Students/McKinney-Vento Act

Kingsman Academy provides services for students who qualify as homeless under the McKinney Vento Homeless Education Assistance Act (the "McKinney Vento Act"). Families receive information on the McKinney-Vento Act annually. The school's Director of Special Projects acts as the main point of contact for families and government agencies. Referrals may be made to the Department of Academic Wellness or the Director of Special Projects.

The Director of Special Projects annually informs staff and parents/guardians of steps to take when referring a child for assessment, common signs of homelessness, and services that will be made available to all identified students. Referrals and assessments will be on-going throughout the year. Once a student is successfully identified, the Director of Special Projects—in cooperation with school staff—ensures and records that all services are being rendered to the student if need is presented; Metro cards, uniforms, and supplies will be handled by the Director of Special Projects. If, at any time, a disciplinary hearing is required due to an identified student's actions, the liaison will sit in on the meeting to verify that those actions were not as a result of their living situation.

Internet Policy

Kingsman Academy provides Internet access for students to do research for school projects and class assignments. To ensure that students become responsible Internet users, Kingsman Academy permits student Internet usage only under the direct supervision of a faculty or staff member.

No food, drink, or gum is allowed in any computer area. Chat room/social community visits are not permitted, unless part of a teacher assigned assignment. No printing will be allowed without the permission of the supervising faculty or staff member.

Students who violate the school's Acceptable Use Agreement (see the Appendix) will have all computer privileges suspended.

Late Arrival

If a student is not present and seated in his/her seat in his/her first period class by 8:30 am, he/she is considered tardy.

Students who arrive after 8:30 am must check in at the main E Street entrance. Students must obtain a tardy pass from security and present this pass to their teacher in order to be admitted to class. This pass is valid for a maximum of 5 minutes from when it was written, after which time a student may be refused entry into his/her classroom. If a student is refused entry into his/her classroom, he/she must immediately report to the security check point and may face consequences at the discretion of faculty and staff members.

Lockers

Students may be issued an Kingsman Academy locker. In the event that a student is issued a locker, he/she shall not be permitted to use his/her own lock. Each student's locker is school property and may be searched by faculty or staff members for any reason and at any time.

Each student is responsible for any item found within his/her locker. Students are not permitted to share lockers. Kingsman Academy is not responsible for any items damaged, lost or stolen from lockers. Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed of.

Lost and Found

In the event that a student loses his/her personal property, students may ask, upon school dismissal at 3:30 pm, a security guard at the E Street exit or school administrator at the main office for assistance.

All items that are collected by security guards and/or school administrators at the main office may be discarded by school administration if not retrieved within 14 days. Kingsman Academy is not responsible for damage to lost items turned into school administration.

Lunch

Kingsman Academy is a closed campus; students may not leave campus to obtain food nor are they permitted to order food for delivery. Students are not permitted to eat or drink outside of the cafeteria.

Pursuant to D.C. Code Section 38-822-06 (2014), food served at Kingsman Academy shall meet the requirements of the United States Department of Agriculture's HealthierUS School Challenge program at the Gold Award Level for competitive foods.

Mandated Reporting

Student's safety is our first priority at Kingsman Academy. Because schools are mandated reporters of child abuse and neglect, we will call the Child and Family Services Child Abuse and Neglect Hotline if:

- A student tells a staff/faculty member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.
- A student threatens suicide or threatens to kill or seriously harm another person.
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc.
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.

- A student is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.
- A student has 15 or more unexcused absences or an extreme tardy problem. (Age relevant as per DCMR)
- A student is being kept from school to care for family members or to do chores or work around the house.
- A student is not attending school because they are holding a job.
- Parents are repeatedly not returning phone calls, responding to notes or letters home, or are not coming up to school for meetings.

For students over the age of 13 with 10 or more unexcused absences, Kingsman Academy shall contact the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section.

Prohibited Items

Drugs, alcohol, tobacco products, weapons, sharp objects, and other potentially dangerous substances or objects that are, or could be, intended to inflict harm are prohibited. Possessing or using prohibited items are grounds for expulsion.

Records Requests

Requests for academic records (transcripts, Individualized Education Programs (IEPs), materials related to a student's IEP, report cards, conduct, attendance, and/or Verification of Enrollment, etc.) must be submitted in writing to the Registrar/Attendance Clerk. The form for such requests is available from the Registrar/Attendance Clerk. All requests for student records or information relating to student records will be processed within 5 business days of the school's receipt of a completed and signed records request form. This includes, but is not limited to, IEP material, transcripts, withdrawal information, attendance information, etc.

Residency Verification

All guardians must prove DC residency during the designated enrollment slot for each student. If there are any residency disputes, the guardian has three (3) calendar days to submit the additional documentation. DC residency must be proven by the legal guardian. If anyone besides the birth mother or birth father is proving residency, legal documentation must be submitted proving guardianship. Kingsman Academy may institute a residency

investigation upon receiving evidence that a family is not living in the District of Columbia. If residency cannot be proven, non-resident tuition will be required.

Student Activities

Throughout the school year, students have the opportunity to participate in various activities inside and outside of the school building. These activities may include a field trip, guest speaker, prom, senior class trip, or other school sponsored events both during and after school. Students must meet eligibility criteria to participate in the event. Criteria for each event are determined on a case-by-case basis and students are informed of the criteria prior to the activity. Criteria may include a student's:

- Academic standing and performance;
- Discipline conduct and infraction points;
- Student fees (if applicable); and,
- Other criteria determined by the school administration as pertaining to the event.

Student Fees

Student fees accumulated during any school year must be paid in full to receive final report cards, transcripts, or school records when graduating, withdrawing or transferring a student. Senior students with an outstanding balance will not be allowed to participate in graduation activities. If students have outstanding bills, they may not be able to participate in school activities throughout the school year or subsequent school years.

Families shall receive updates of student account bills throughout the school year.

Student Privacy

Kingsman Academy will comply with all DC regulations regarding student privacy. We respect the privacy of all parents and students in regards to student records.

School Closings

Kingsman Academy follows all District of Columbia Public School ("DCPS") school delay/closing decisions. Information regarding school closings due to snow, excessive heat, etc., as well as other emergency information related to the school, will be announced on local radio and television stations.

In the event that the school is closed for more snow and/or emergency closing days than allotted per each calendar year, a contingency plan will be enacted to restore academic days.

In the event of an early school dismissal, parents/guardians will be contacted by school administration using the Emergency Contact Information. Students shall only be released to a parent/guardian and/or emergency contact that is documented in writing in the Emergency Contact Information.

School Materials Policy

The school provides a variety of materials to aid students' learning. Students must use these items with care and respect, as they and their parents/guardians are responsible for the cost of any school property that is lost or damaged.

Tardy Policy

Tardiness is defined as a student's physical absence from a classroom at the start time of the respective class conducted therein.

The following procedures apply if a student is tardy to any class:

- When a student accrues 3 unexcused tardies (to first period and/or any period/advisory), he/she will receive a consequence.
- When a student accrues 5 unexcused tardies (to first period and/or any period/advisory), faculty and staff members may schedule a meeting with such student's parent/guardian to discuss necessary intervention plans. Following said meeting or if the student's parent/guardian does not attend such meeting, if the student's tardiness persists (i.e. he/she is tardy one more time), Kingsman Academy reserves the right to administer any consequences against the student that school administration deems appropriate including, but not limited to, letter grade reduction, suspension and expulsion.
- If a student is late to class and does not have a pass, he/she may not be admitted to class. Such admission shall be at the discretion of faculty and staff members. Students must report to the security desk at the E Street entrance to obtain an unexcused tardy pass.
- If a student is in the hallway without a pass 10 minutes after the beginning of any period or lunch, the student will receive a consequence for class cutting.

Telephone Use

In order to eliminate the disruptive effect of cell phones and telephones on learning, Kingsman Academy does not permit use of these items during the school day. There are no telephones available for students at Kingsman Academy. In the event of an emergency, a

faculty or staff member will contact a parent/guardian on the student's behalf. If a parent or guardian needs to contact his or her student with an emergency message, the parent/guardian must call the main office and ask for the appropriate faculty or staff member. The main office staff member will take the message and relay it to the student. If a student has an emergency and absolutely needs to use a telephone, he/she is to report, after obtaining his/her teacher's prior written consent, to the Department of Student Affairs and ask to obtain permission to use a telephone. Students may not use cell phones in the school building at any time, as this is a violation of the Code of Conduct.

Testing

Students in the 7th through 12th grades take a variety of tests including, but not limited to, mid-term exams, final exams, and internal Kingsman Academy assessments. Students in the 9th through 12th grades may also take additional tests including, but not limited to, PSATs, SATs, ACTs, and AP tests.

PARCC Assessment

Effective as of the 2014-2015 academic school year, students will participate in the Partnership for Assessment of Readiness for College and Careers ("PARCC") assessment as mandated by the District of Columbia. The PARCC Assessment provides parents, students and teachers with insight regarding individual student progress and preparedness for career and postsecondary educational success.

Title IX and Non-Discrimination Statement

In compliance with Title IX of the Education Amendments of 1972, Kingsman Academy does not discriminate on the basis of sex or age in the employment of, or admission to, any education program or activity.

Kingsman Academy does not discriminate against any person on the basis of race, color, gender, national origin, disability, religion, or age.

Transportation

Parent(s)/guardian(s) are responsible for students' transportation to and from school. Students may be eligible to (i) use the Kingsman Academy bus service, and/or (ii) receive student metro passes through the DC One program.

Students who are waiting for a parent/guardian to pick them up after school or a school-related event may wait in the front of school or by the security desk no longer than 10 minutes from school dismissal or completion of school-related events. Students may not wait in any other area. In the event that a student's mode of transportation has not arrived within

10 minutes of school dismissal or completion of school-related events, such student shall immediately report to the main office for further assistance.

Truancy

Truancy is the willful absence from school by a minor with or without parental approval, knowledge, or consent.

A truant is a minor (5–18 years of age) who, without a valid reason and with or without parental knowledge or consent, does not attend school. Chronically truant is defined as a school-aged student (5-18 years of age) who accrues 15 or more unexcused absences within a single school year.

Truancy Enforcement

All uniformed law enforcement officers in the District are responsible for truancy enforcement.

- If a truant is picked up by the police, s/he will be transported in a police vehicle to the school.
- Parents/guardians are notified of the student's truancy status.
- Parents/guardians and students may be required to attend a truancy conference.

Consequences of Truancy

We understand that children get sick and that emergencies come up, but good attendance is critical to their education. Please be aware that the following are part of the Kingsman Academy attendance policy for monitoring, reporting and addressing truancy:

- A faculty and/or staff member shall contact, via written communication and/or telephone, a student's parent/guardian following each unexcused absence.
- If a student has accumulated 5 or more unexcused absences within one quarter, Kingsman Academy shall establish for such student a student support team consisting of faculty and staff members to assist in abating the truancy.
- If a student has accumulated 10 or more unexcused absences, Kingsman Academy may schedule, via written letter and/or telephone, a meeting with the student and his/her parent/guardian to develop an action plan. On the date of the meeting, both the student and his/her parent/guardian must be present or the meeting may result in automatic course failure.

- If a student over the age of 13 has accumulated 15 or more unexcused absences, Kingsman Academy shall contact the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section.
- If any student has accumulated 30 or more unexcused absences, Kingsman Academy reserves the right to withdraw the student, retain such student in his/her existing grade level and/or require such student to successfully complete summer school.

Video Surveillance

Kingsman Academy is secured with video surveillance equipment. Video cameras record and monitor school activity before, during, and after school. Students and/or visitors to the building should not have the assumed right to privacy. Video footage will be reviewed as deemed necessary by school administration and/or security. Video footage is the property of Kingsman Academy and will not be released except to law enforcement. To ensure the privacy of all students, the school will not honor any requests to view video footage by anyone except law enforcement unless a subpoena has been issued.

Visitor Policy

Family members of students and other guests are welcome at Kingsman Academy. To ensure the safety of all members of Kingsman Academy community, the school established the following visitor policy:

- All visitors must present identification and sign in and out at the security desk at the school entrance via 14th Street.
- A visitor wishing to meet with a faculty or other staff member should make an appointment in advance with that person.
- Any visitor who interferes with the work of students or employees of Kingsman Academy will be asked to leave immediately.
- Any visitor wishing to visit a current student must be included on the student's Emergency Contact Information. The school will not allow anyone to see a student if he/she is not included on the form. Any changes to the Emergency Contact Information must be done so in writing from the parent/guardian listed as the primary contact for the student.

Withdrawal

Students may withdraw from Kingsman Academy during the school year, before the school year or after the school year. Students who wish to withdraw must complete the Withdrawal Form, return all assigned textbooks, and pay all outstanding school fees. Parents/Guardians must provide proof of enrollment in a subsequent school. Failure to do so will result in the student being considered truant/drop-out. Proper truancy protocols will be followed.

ACADEMIC POLICIES

Academic Program

Kingsman Academy Public PCS Schools is committed to providing a high quality traditional, therapeutic, and vocational education to each of our students. To accomplish this goal, our teachers design differentiated curricula based on Common Core State Standards and DC Learning Standards.

Academic Dishonesty

Kingsman Academy expects all of its students to complete independent work to their best of their abilities. Academic dishonesty includes, but is not limited to cheating (copying from other's homework, papers, exams, tests, or quizzes), plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). In the event that a student is caught cheating, plagiarizing, or facilitating academic dishonesty, he or she will face consequences as determined by the Kingsman Academy code of conduct.

Academic Textbooks

The textbook policy is designed to ensure that all students have access to the appropriate textbooks that will enrich their learning experience. Textbooks will be purchased by the school and loaned to the students free of charge to use in the classrooms. Textbooks are also available for students to check out for use at home if needed. All textbooks checked out become the responsibility of the student.

Students will be charged the replacement value for any textbook that is lost, stolen, or damaged beyond repair and for any damage to materials while loaned to them. The parent/guardian is responsible for the replacement cost of the item.

Students who do not return books will not receive report cards or transcripts until the cost of the item is paid, and may not be permitted to participate in extracurricular activities, field trips, ceremonies, graduation, competitions, clubs or athletics.

Adding and Dropping Courses

Students will have the opportunity to request to add or drop a course during the first week of each semester. The request will be considered if it will support meeting graduation requirements.

Certificate of Completion

A student with special needs shall be eligible to receive a Certificate of Individualized Educational Program (IEP) Completion if he/she is unable to complete the requirements for a diploma. The decision to pursue a program leading to an IEP Certificate of Completion shall be made by the IEP team, including the parent(s) and where possible, the student. The decision shall be made no earlier than 9th grade and shall be attached in writing to the student's Individualized Education Program (IEP).

Course Catalog

Students receive Carnegie Unit credits for all courses (0.25, 0.5 or 1.0 credits) completed successfully (i.e., with a passing grade a 60% or higher, or a "D" letter grade or higher). For a complete listing of courses, refer to the Kingsman Academy Course Catalog.

Course Credits

Students receive Carnegie Unit credits for all courses (0.5 or 1.0 credits are awarded, if they were completed successfully, with a passing grade a 60% or higher, or a "D" letter grade or higher).

Grading Policy

Students must earn a grade average of 60% or higher to receive credit for any given course offered at Kingsman Academy.

Students are rated on the following grading system:

A	=	90	-	100	(Superior)
B	=	80	-	89	(Above Average)
C	=	70	-	79	(Average)
D	=	60	-	69	(Below Average)
F	=	0	-	59	(Failure)

School year grades are comprised of four quarter grades of equal weight and a final exam:

Q1	Q2	Q3	Q4	Final Exam	Y1
20%	20%	20%	20%	20%	100%

Grading Scale and Reporting

Faculty members are required to maintain updated student academic records, including storing student grades in electronic format. Progress Reports and Reports Cards are delivered to parents/guardians to ensure consistent and effective communication of student academic performance.

Class grades shall be determined according to the following scale:

Test & Projects	40%
Quizzes & Minor Assessments	30%
Classwork, Homework & Other	20%
Participation	10%

Graduation Requirements

Academic Requirements

A student must complete 24 Carnegie Units in the following areas in order to graduate and receive a high school diploma:

COURSES	UNITS
English	4.0
Mathematics <ul style="list-style-type: none">• <i>Must include Algebra 1, Geometry and Algebra II</i>	4.0
Science <ul style="list-style-type: none">• <i>Must include biology, 2 lab sciences, and 1 other science</i>	4.0
Social Studies <ul style="list-style-type: none">• <i>Must include World History 1 and 2: US History; US Government and DC History</i>	4.0
World Language	2.0
Art	0.5
Music	0.5
Health and Physical Education	1.5
Electives	3.5
TOTAL	24.0
* At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approve “College Level or Career Prep” list (AP, IP, CTE courses and college-level courses)	

Students will develop an Individual Learning Plan at the beginning of 9th grade, planning the courses they will take to complete high school. They will also complete a Memorandum of Understanding in their eleventh grade year.

High school students may complete graduation requirements over a three, four, or five year period, depending upon the time and support they need to complete graduation as stated in their Individual Learning Plans.

Community Service

Kingsman Academy requires 100 hours of community service in order for students to graduate. Community service refers to service that a student performs for the benefit of his or her community. These hours must be earned through volunteer work at a 501(c)(3) (non-profit) organization under the supervision of an adult who is not an immediate member of the student's family. Hours cannot be earned during school hours unless it is through an approved school activity. All hours must be properly documented on the Kingsman Academy Community Service Hours Log.

No student will be allowed to graduate without having completed at least 100 hours of community service. In order to participate in graduation ceremonies, a student must complete all community service hours by May 15 of his/her senior year. To remain on target with graduation, it is suggested that students have completed 20 hours of community by the end of their freshman year, 40 hours by the end of their sophomore, and 75 hours by the end of their junior year.

Report Cards and Progress Reports

Report cards will be prepared for each student at the end of each nine-week grading period. Any student in danger of receiving an unsatisfactory grade for a particular grading period will be given a progress report to advise his/her parent or guardian. When appropriate, parent(s)/guardian(s) are encouraged to schedule a parent-teacher conference to discuss student academic performance.

Homework Policy

Homework is an important aspect of school work at Kingsman Academy. It helps students prepare for class and extend concepts learned in class. Homework policy is determined by each individual faculty member and/or grade level team, and may be adjusted from time to time at the discretion of said faculty member and/or grade level team.

Individualized Education Plans

An IEP is a legal document that sets goals and objectives for students with disabilities. Kingsman Academy places students with IEPs in the least restrictive environments available for those students. The IEP describes the programs and services that will be offered to help these students reach their goals. Students' IEPs will be reviewed annually as required by the Individuals with Disability Education Act ("IDEA"). The IEP team consists of the student, his or her parent/guardian, a special education teacher, general education teachers and other faculty/staff as needed.

A re-evaluation of the IEP will be completed at least once every 3 years to determine whether the student is still eligible for special education services, and what services he/she needs. Students and parents/guardians are invited to learn more about the Special Education

identification process by requesting a Student Support Team (“SST”) meeting for potential identification for special education services.

Late Project and Alternative Assessment Policy

Timely completion of assignments is important for classroom learning. Faculty members may choose not to accept or may deduct letter grades as a result of late projects. In case of an emergency, it is the student’s responsibility to speak with his or her teachers to ask for additional time, which may be granted at the teacher’s discretion.

Make-Up Work Policy

Kingsman Academy wants students to learn and take responsibility for their school work. The make-up work policy is determined by each individual faculty member and/or grade level team, and may be adjusted from time to time at the discretion of said faculty member and/or grade level team.

Pregnancy and Parenthood

Kingsman Academy is committed to providing a supportive and safe environment for students who are parents. Although Kingsman Academy does not have a childcare facility on campus and students are prohibited from bringing their child/children on school grounds without the prior written consent of the Executive Director, Kingsman Academy is committed to collaborating with students to provide helpful support services including, but not limited to, individualized social worker assistance and school mentorship/counseling.

In the event that a student is pregnant during the school year, Kingsman Academy shall schedule a meeting between the expecting student, the expecting student’s parent/guardian and faculty and staff members to develop an action plan for increased support. Action plans provide great avenues to assist students in continuing to achieve academically, and provide necessary services and outlets. Such plans may include, but are not limited to including, weekly meetings with a social worker and/or school counselor, after school tutoring, independent study, etc. Programs and services provided under action plans shall be determined at the discretion of Kingsman Academy school administration.

Promotion Policy

Promotions are defined as the movement of students to a higher grade or course level and will be made at the end of the school year.

- Students must earn a passing grade and meet attendance requirements to be promoted to the next course level in the each of the four core subject areas (Math, Language

Arts, Social Studies, Science). Students who fail a class will have to earn a passing grade in that subject during summer school to be promoted.

- Students attend a minimum of 152 days of school in order to meet promotion requirements. Students missing 30 or more days of school may have to attend summer school to be promoted.
- Note: Special Education students and 504 students who are meeting the goals of their IEP's or learning plans are eligible for promotion if they meet attendance requirements.

Grade Level Promotions

- Any student who earns six Carnegie Units by completing content standards of the required courses, including units in 9th grade English and Algebra I, shall be eligible to be classified as a 10th grade student.
- Any student who earns 12 Carnegie Units by completing content standards of the required courses, including 10th grade English, shall be eligible to be classified as an 11th grade student.
- Any student who earns 18 Carnegie Units by completing content standards of the required courses, including 11th grade English, shall be eligible to be classified as a 12th grade student.

CODE OF CONDUCT

The primary objective of the Code of Conduct at Kingsman Academy is to create a safe environment where students can succeed academically and develop positive behaviors that will assist them throughout their lives. By establishing and enforcing a progressive, developmentally appropriate plan to promote positive behavior, Kingsman Academy students will learn self-discipline, responsibility and respect for themselves and those around them.

The code of conduct is based on four expectations. Kingsman Academy students will demonstrate:

- Respect for themselves
- Respect for others
- Respect for learning
- Respect for the environment

Alternative Learning Classroom

Students may be placed in ALC for one or more class periods, a full day or several days. Placement in ALC means that a student is removed from the regular classroom setting and is assigned to a location away from his/her classmates. Class assignments will continue to be provided to the student. The student's parent/guardian will be notified when a student is assigned to attend ALC for at least a half-day and a conference between parents/guardians and faculty and staff members may be required before the student is allowed to return to class. The necessity of such conference shall be determined at the discretion of school administration.

Bullying Policy

Bullying is any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that may be based on a person's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity/expression, genetic information, disability or any other distinguishing characteristic or based on association with a person or group with any of the actual or perceived characteristics listed above. It is directed towards an individual and has or can be reasonably predicted to have one or more of the following effects:

- Placing the individual in reasonable fear of physical harm to the individual's person or property;

- Causing a substantially detrimental effect on the individual's mental or physical health;
- Substantially interfering with the individual's academic or job performance;
- Substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Retaliation for reporting of a possible bullying incident will also be considered bullying under this policy.

In the interest of preserving the safety of the students and staff at Kingsman Academy bullying and cyber-bullying are taken very seriously. These behaviors are prohibited at Kingsman Academy, both on campus and at any Kingsman Academy events, and perpetrators will be subject to disciplinary action. Any individual who feels he/she has been the victim of any of these acts should report the incident to his or her Dean of Students or another administrator.

Reporting a Bullying Incident

Students are encouraged to report any incidents of bullying in which they were involved or witnessed to a teacher or administrator. Students may submit an anonymous report by leaving a note for a teacher or administrator, but no formal response can be taken solely on the basis of an anonymous report.

Investigation

All reports of bullying will be promptly investigated by the Deans of Students, under the direction of Director of Student Affairs Brian Tureck. When a bullying incident is reported, Kingsman Academy will take the following steps:

- The appropriate Dean of Students will meet with the student who was bullied. In this conversation, the Dean will find out what happened, how long it has been going on, and the impact on this student. The Dean will also determine the best way to support the student, including, but not limited to, referring the student to a member of the clinical staff.
- The Dean will then investigate the claim by talking to witnesses (including any staff that may have witnessed the incident) and the student who did the bullying.
- The Dean will continue conducting interviews until there is a clear picture of what happened.
- If the Dean determines that the incident was bullying he/she will then meet again with the student who bullied to discuss consequences. The consequences will be

designed to meet the individual needs of this student in order to prevent the behavior from recurring and to ensure that he/she has support in the effort to change the pattern of behavior. Possible consequences include:

- Informal talk
 - Parent conference
 - Referral to clinical services
 - Loss of privileges
 - Community service
 - Discipline conference
 - Lunch or after school detention
 - Alternative Learning Classroom (1 day)
 - Alternative Learning Classroom (1-10 days)
 - Out of school suspension (3-10 days)
 - Discipline conference to discuss placement
- If the Dean concludes that there was not a bullying incident, he/she will meet again with the student who felt that he/she was bullied to discuss the incident and to determine the appropriate ways to support this student.
 - Note: even if it is determined that the incident was not bullying, there still may be consequences assigned. Disrespect towards others, physical threats, and other behaviors are violations of the Kingsman Academy Code of Conduct even if they do not amount to bullying.
 - After the investigation is complete, the parents of both students will be contacted to explain the situation and to discuss strategies to support both students.

Appeals Process

Any student or family may appeal the decision made in a bullying investigation (or in any other discipline-related case). To file an appeal, the family must submit their complaint in writing to the Director of Student Affairs or the Executive Director within 5 school days of the decision. The Executive Director will review the facts of the case and the results of the investigation and will make a final decision. If the investigation resulted in a suspension or the expulsion of a student, the appeal will go to the Receiver who will make the final decision.

Code of Conduct Categories and Violations

In the event that students violate the Code of Conduct, faculty and staff members will engage cooperatively with students and parents/guardians to address and solve behavioral concerns. Violations of the Code of Conduct may, however, also result in consequences. Kingsman Academy has a progressive discipline policy whereby consequences escalate as behaviors recur or increase in severity.

All disciplinary issues are handled on a case-by-case basis and determination of the level of an infraction and the appropriate consequence is at the sole discretion of the Kingsman Academy faculty and staff members. The following, however, provides general guidance into the categorization of violations:

Category I Violations

Category I violations include, but are not limited to, the following:

- Using profanity;
- Disruptive behavior;
- Horseplay;
- Disrespect to staff or other students;
- Failure to follow directions the first time;
- Uniform violations;
- Excessive noise in the classroom, hall, or building;
- Running in the classroom, hall, or building;
- Use of school electronic devices (phones, laptops, e-readers, tablets, etc.) without permission; and
- Offensive gestures (non-sexual or threatening).

If a student is found to have committed a Category I violation, the following disciplinary measures may be taken at the discretion of Kingsman Academy faculty and staff members:

- Informal talk;
- Teacher or staff member/student conference;
- Detention;

- Parent/guardian notification and conference;
- Counseling/intervention;
- Loss of school privileges and a violation of good standing; and
- School/community work tasks.

Category II Violations

Category II violations include, but are not limited to:

- Destruction of school or personal property valued at less than \$500;
- Disrespect to staff or other students;
- Failure to attend ALC or class during the regular school day;
- Forging passes (including but not limited to bathroom, library, nurse, etc.);
- Gambling;
- Lying or giving misleading information to school staff;
- Non-threatening verbal altercations;
- Offensive gestures that are sexual or threatening;
- Repeated disruptive behavior;
- Repeated refusal to follow instructions given by staff;
- Repeated uniform violations or refusal to fix a minor uniform issue in a timely manner;
- Skipping class;
- Insubordination or refusal to comply with school personnel; and
- Use of school electronic devices (phones, laptops, e-readers, tablets, etc.) to access inappropriate content.

If a student is found to have committed a Category II violation, the following disciplinary measures may be taken at the discretion of Kingsman Academy faculty and staff members:

- Informal talk;
- Parent conference;

- Referral to clinical services;
- Loss of privileges;
- Community service;
- Discipline conference;
- Lunch or after school detention;
- Alternative Learning Classroom;
- Out of school suspension;
- Discipline conference to discuss placement.

Category III Violations

Category III violations include, but are not limited to:

- Fighting or other violent behavior;
- Threatening behavior;
- Bullying or harassment of students or staff (physical, verbal or electronic);
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of a interfamily offense, or place of residence or business, including derogatory sexual language;
- Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs);
- Threatening (verbal or non-verbal);
- Extortion;
- Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students or staff. This includes posting material on the internet or sending material electronically (via email or cell phone);
- Participation in activities or association with groups that threaten the safety of students or staff (gang affiliation or conduct in neighborhood “crews” or other similar groups);

- Hazing;
- Tampering with or pulling fire alarm and using extinguishers in non-emergency situations;
- Activating a false alarm;
- Truancy;
- Unauthorized possession, use or distribution of over the counter or prescription medication;
- Engaging in sexual acts on school premises or school related functions;
- Throwing objects that may cause injury or damage to property;
- Destruction of school or personal property valued at greater than \$500;
- Theft on/off school grounds;
- Trespassing;
- Possession, sale, distribution or use of drugs, alcohol, cigarettes or other prohibited items;
- Possession, sale, distribution or use of drug paraphernalia such as: lighters, pipes, rolling papers, clips, etc.;
- Possession, sale, distribution or use of any substance as a drug (may include, but not limited to: inhalants, prescription medications, cough syrup, etc.);
- Possession, sale, distribution or use of tobacco products;
- Possession, sale, distribution or use of flammable products such as matches, lighters, lighter fluid, torches, etc.;
- Possession of mace or pepper spray;
- Possession or use of any item that can be used as a concealed weapon;
- Possession of weapons or other prohibited items on school property;
- Possession of any item that can be used as a weapon (e.g. knife, dagger, box-cutter, screwdriver, etc.) whether or not the item was used as a weapon or intended as a weapon;

- Possession of any firearm (e.g. gun, BBgun, rifle) or item that meets the criteria of “Other firearm” (see below);
- Sexual misconduct, sexual harassment, lewd or indecent public behavior;
- Arson, biohazard or bomb threats;
- Repeated Category I and II violations of the Code of Conduct;
- Criminal act on/off school grounds;
- Failure to follow school visitor policy;
- Leaving the school premises or a school-sanctioned activity without permission;
- Any behavior or other conduct not specifically enumerated in any other Category in this chapter that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others;
- Violation of Disciplinary Probation or a Final Probation Contract;
- Possession of any item that is considered an Other firearm, This includes incidents in which one or more students possessed or brought another type of firearm not named above, including zip guns, starter guns, and flare guns to school. As defined by the Gun Free Schools Act, other firearms include:
 - Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
 - The frame or receiver of any weapon described above;
 - Any firearm muffler or firearm silencer;
 - Any destructive device, which includes:
 - Any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device.
 - Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.

- Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

If a student is found to have committed a Category III violation, the following disciplinary measures may be taken at the discretion of Kingsman Academy faculty and staff members:

- Parent conference
- Referral to clinical services
- Community service
- Discipline conference
- Alternative Learning Classroom
- Out-of-school suspension
- Discipline conference to discuss placement
- Expulsion
- Involuntary withdrawal

Discipline

Kingsman Academy's success, and the success of its teachers, staff and students, depends on an atmosphere that supports learning. Kingsman Academy is a place for learning and getting along together. Student behavior that advances learning is encouraged, while behavior that detracts from learning has no place in the school. Accordingly, Kingsman Academy has established a disciplinary system that recognizes students for positive conduct in the school and flags students for negative or disruptive conduct. The school-wide disciplinary system is designed to help student's behavior conform to a positive learning environment. The disciplinary process identifies and attempts to remediate student conduct that interferes or disrupts the work of the school. For a more detailed description of this process, please see the section on the Code of Conduct.

Expulsion

Expulsion is the permanent withdrawal of the student from Kingsman Academy. If the school administration believes that a student has committed an infraction that necessitates expulsion, the following steps will be taken:

- School administration will notify, in writing and via telephone, the parents/guardians of (i) the offense perpetrated by the student, (ii) the school's decision to expel the student and (iii) the date and time of the expulsion meeting.
- The student will be assigned a 10-day Out-of-School Suspension pending an expulsion. A meeting will be set by the end of the 10th day for the student, parent/guardian, Executive Director and Director of Student Affairs.
- If the student has an IEP, the IEP team will hold a Manifestation Meeting during the Out-of-School suspension period to (i) determine if the student's behavior was a direct result of the student's disability, and (ii) discuss appropriate steps for the student.
- The parent/guardian will have 5 business days from the date of the infraction to respond in writing to the school's decision to suspend the student.
- The parent/guardian may file an appeal. The court appointed Receiver shall evaluate and judge all appeals with assistance and input from the Executive Director.
- The Receiver's decision regarding expulsion will be disclosed to the student's parent/guardian at the meeting on the 10th day. A parent/guardian must attend this meeting or the appeal will automatically be denied and the student will be expelled.

Refusal to Comply with School Personnel

Students are expected to comply with all reasonable requests made by school personnel. Student refusal to comply constitutes an admission of fault and/or guilt. Those who choose not to comply will receive consequences commensurate with the Code of Conduct violation of which they have been accused. For example, if a student is asked to report to a designated location by school staff and he/she refuses, the student has committed an act of insubordination.

Suspension

If a student is suspended, he or she is removed from the school for a period of up to 10 school days. During this time, class work will be provided to the student and the student must complete such work to the satisfaction of his or her teachers in order to return to school.

During any suspension, the student is not permitted on school grounds or at school functions. When a student is suspended, the parent/guardian will be given written notice containing the reasons for and the length of the suspension. A conference between parents/guardians and faculty and staff members may be held before the student returns to class.

APPENDIX

NOTICE OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Kingsman Academy Public PCS School ("Kingsman Academy") receives a request for access.

Parents or eligible students should submit to the Kingsman Academy Enrollment Office a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Kingsman Academy to amend a record should write the Enrollment Office and the Executive Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Kingsman Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

FERPA NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Kingsman Academy Public PCS School (“Kingsman Academy”), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Kingsman Academy may disclose appropriately designated “directory information” without written consent, unless you have advised Kingsman Academy to the contrary in accordance with Kingsman Academy procedures. The primary purpose of directory information is to allow Kingsman Academy to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.⁶⁰

If you do not want Kingsman Academy to disclose directory information from your child’s education records without your prior written consent, you must notify Kingsman Academy in writing by October 31, 2014. Kingsman Academy has designated the following information as directory information:

⁶⁰ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

504 GRIEVANCE PROCEDURES

Any person who believes that Kingsman Academy has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint to the designated individuals below.

Complaints involving students who attend Kingsman Academy may be submitted to:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

Complaints involving employees of Kingsman Academy may be submitted to:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures may be used by employees, students, parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Kingsman Academy encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Kingsman Academy prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. Complainants may use the complaint form attached to the grievance procedure. The written notice must include the nature of the

complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within 30 business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the Executive Director within 10 business days after receipt of the response. The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within 21 business days of receiving the statement of appeal, the Executive Director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

If the complainant is not satisfied with the decision of the Executive Director he/she may appeal through a signed written statement to the school Receiver within 10 business days of the receipt of the Executive Director's response. In an attempt to resolve the grievance, the Receiver shall review all relevant information and meet with the concerned parties and their representatives within 30 days of the receipt of such an appeal. A copy of the Receiver's disposition of the appeal shall be sent to each concerned party within 15 business days of this meeting.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

Notice of Procedural Safeguards and Grievance Procedures for Parents/Students

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

Any person who believes that Kingsman Academy has engaged in discrimination and/or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise may submit a complaint pursuant to Kingsman Academy's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

Notice of Grievance Procedures for Employees

Any employee who believes that Kingsman Academy has engaged in discrimination and/or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise may submit a complaint pursuant to Kingsman Academy's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

Section 504 - Notice of Parental Rights

This is a notice of your rights under Section 504. These rights are designed to keep you fully informed about the school's decisions about your child and to inform you of your rights if you disagree with any of those decisions. If your child is in the process of being considered for Section 504 eligibility or has been identified for Section 504 accommodations/services, you may have the right to the following:

- Have your child participate in and benefit from the school's education program without discrimination based on disability.
- Receive notice with respect to any action taken regarding the identification, evaluation, or placement of your child.
- Refuse consent for the initial evaluation and initial placement of your child.
- Have your child receive a free appropriate public education. This includes your child's right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school provide related aids and services to allow your child an equal opportunity to participate in school activities.
- Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- Have evaluation, educational, and placement decisions for your child based upon information from a variety of sources, by a group of persons who know your child, your child's evaluation data, and placement options.
- Have your child be provided an equal opportunity to participate in non-academic and extracurricular activities offered by the school.
- Have educational and related aids and services provided to your child without cost except for those fees imposed on the parents/guardians of non-disabled children.
- Examine your child's education records and obtain a copy of such records at a reasonable cost unless the fee would effectively deny you access to the records.
- A response to your reasonable requests for explanations and interpretations of your child's education records.
- Request the school to amend your child's education records if you believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school refuses this request, you have the right to challenge such refusal.
- Request mediation or an impartial due process hearing to challenge actions regarding your child's identification, evaluation, or placement. You and your child may take part in the hearing and have an attorney represent you. Hearing requests can be made pursuant to the school's grievance procedure.
- File a local grievance or a complaint with the District of Columbia Office for Civil Rights within the U.S. Department of Education. The regional office is located at 400 Maryland Avenue, SW, Washington, D.C. 20202 and can be reached at 202-453-6020

(phone), 202-453-6021 (fax), OCR.DC@ed.gov (email), and
<http://www2.ed.gov/about/offices/list/ocr>.

The Section 504 Coordinator for Kingsman Academy who is responsible for Section 504 compliance is:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

NOTICE OF NONDISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Kingsman Academy are hereby notified that Kingsman Academy does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Kingsman Academy's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to students or who wish to file a complaint regarding such compliance should contact:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

who has been designated by Kingsman Academy to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to students.

For inquiries or to file a complaint regarding Kingsman Academy's compliance with ADA, Section 504, Title VI, Title IX, and/or the Age Act as they relate to employees or third parties, contact:

[CONTACT], General Counsel
Kingsman Academy Public PCS School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

who has been designated by Kingsman Academy to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to employees or third parties.

ACCEPTABLE USE AGREEMENT

Kingsman Academy provides students with access to a variety of technology resources. Students must follow acceptable use policies in order to access the technologies. All students have the responsibility to use all technology in a respectable manner.

Students will:

- Use school facilities and equipment only for school related educational activities;
- Use the Internet only for activities related to school curriculum and expectations
- Adhere to copyright laws;
- Transmit material that is in compliance of school, local, state and federal laws and regulations;
- Use only personal user IDs or passwords, refrain from sharing those or using another student's or staff/faculty member's ID or password;
- Access only files, computers, applications, programs, and settings to which they have been granted access to by an authorize staff/faculty member;
- Use external storage devises with approval from faculty/staff;
- Store or use files or applications that are school related with staff/faculty approval;
- Use only school-approved software with licensing agreements;
- Adhere to class-specific guidelines as outlined by each classroom teacher; and,
- Not access the school network with a private computer or other device.

The use of Kingsman Academy technologies is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.

In order to use any school technology, (i) students must provide the main office with a parent/guardian executed Acceptable Use Agreement to be maintained in Kingsman Academy files, and (ii) Adult Students must execute an Acceptable Use Agreement at the main office to be maintained in Kingsman Academy files.

The Internet is a useful tool and should be used as a resource. Kingsman Academy will provide you with access to the Internet. The Internet is a powerful, worldwide computer network that can be used to send electronic mail and to view and display text as well as still

and moving images. Internet technology changes constantly as well as the laws that surround it. As the Internet and laws change Kingsman Academy's policy will also change.

Student Internet Safety and Technology Responsible Use Agreement

Educational Enhancement

- Internet access is being provided by Kingsman Academy for the sole intent of educational enhancement.
- The Internet will be used strictly as a resource to enhance classroom instruction and high quality research; this means that the school reserves the right to monitor and place reasonable restrictions on the material accessed by students through the Internet.
- Students may use the Internet for class-related work under the supervision of an authorized adult for a class.
- Kingsman Academy provides various technologies to access the Internet. All student use of technologies, including but not limited to accessing the Internet, must abide by the Acceptable Use Agreement.

Access to Materials

- The Internet may be used to access materials under the following conditions:
 - Internet is appropriately monitored.
 - Students will receive instruction that is appropriate for their age regarding strategies to avoid the inadvertent access of inappropriate material and what to do if they accidentally access such material.
 - Students may not access prohibited material at any time for any purpose. In agreement with the Children's Internet Protection Act, Kingsman Academy designates the following types as prohibited materials:
 - Obscene material(s)
 - Child pornography
 - Material that appeals to an unhealthy interest in, or depicts or describes in a patently offensive way, violence, nudity, sex, death, or bodily functions
 - Material that has been designated as for "adults" only

- Material that promotes or advocates illegal activities
 - Materials that include any cyber-bullying, sexting, or other inappropriate content.
 - Other materials not specifically named above will be deemed appropriate or inappropriate by school administration on a case-by-case basis. Decisions will be based entirely on the discretion of school administration.
- If students mistakenly access inappropriate information, they should immediately disclose this access to a teacher or supervising adult. This protects them against a claim that they have intentionally violated this policy.

Privacy and Communication Safety Requirements

Personal contact information includes names, together with other information that would reveal location and identity, including, but not limited to, parent's name, home address or location, work address, or phone number

- Kingsman Academy students are not to disclose personal contact information, except to education institutions for educational purpose, companies or other entities for career development purposes, or with specific approval from school employees.
- Students are not to disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
- Students are not to forward a message that was sent to them privately without permission of the person who sent them the message.
- Students must not agree to meet someone they have met online without a parent's approval and participation.
- Students must promptly disclose to a teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. They should not delete such messages until instructed to do so by a school employee.

Illegal, Unauthorized, and Inappropriate Uses and Activities

- Illegal Activities
 - Students may not attempt to gain unauthorized access to the local area or wide area networked computer system beyond their authorized access. That is, this Agreement prohibits students from seeking any unauthorized access to any computer or network, including "hacking." This includes attempting to log-in

to any site/resource through another person's account or accessing another person's files.

- Students may not make deliberate attempts to disrupt any part of any computer system or destroy data by spreading computer viruses or by any other means.
- Students may not use the Internet or other Kingsman Academy technology resources to engage in any other illegal act.

- Inappropriate Language

Restrictions against inappropriate language apply to all speech communicated through the Internet or other networks, including but not limited to public messages, private messages, and material posted on web pages.

- Students may not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Students may not post information that could cause damage or a danger or disruption.
- Students may not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students are told by a person to stop sending messages, the student must stop.
- Students may not knowingly or recklessly post false or defamatory information about a person or organization.
- Students may not knowingly or recklessly post personal information regarding any other person, including but not limited to minors.

- Plagiarism and Copyright Infringement

- Students may not plagiarize works that they find on the Internet. (Plagiarism is taking the ideas or writings of others and presenting them as if they were original.)
- Students must respect the rights of copyright owners in the use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when students inappropriately reproduce a work that is

protected by a copyright. Copyright law can be very confusing. If students have questions, they should communicate with a faculty/staff member.

- System Security

- The use of Kingsman Academy's technology to access any of the following types of websites without the prior written consent of a school administrator or the technology administrator is prohibited:
 - Any site displaying sexually explicit or pornographic content of any kind.
 - Online games, including but not limited to gambling, fortune telling, lotteries, sweepstakes, and other games of chance;
 - Any site promoting violence, the use of controlled substance or other illegal activity;
 - Any site promoting a multi-level marketing, home based business or other money-making scheme, mass solicitations (known as "spam"), chain letters, or other similar communications;
 - Any site promoting dating or Internet piracy.
- Students may not download or install any files, software, or programs unless authorized by a school administrator or the technology administrator.
- Excessive use of the Internet may raise a reasonable suspicion that students are using the system in violation of policy and regulations. Kingsman Academy complies with federal law requiring that school's Internet safety policy include provisions for monitoring the online activity of minors.
- As noted earlier in this Agreement, Kingsman Academy complies with federal law that requires the use of technology protection measures (i.e., filtering) to protect against access by adults and minors to visual depictions that are obscene, child pornography or—with respect to use of computer with Internet access by minors—harmful to minors.

- School Equipment

- Students may not steal, borrow, remove, or switch any school equipment, including, but not limited to, information technology equipment.
- Students may not vandalize, destroy, break, or deface any school equipment or furniture or personal property of students, faculty, staff or visitors—

including, but not limited to, furniture and equipment located in or near the computer lab.

Rights and Expectations

- Students should expect no privacy in the contents of personal files on the school server and records of online activity.
- Student use of the Internet will be supervised and monitored. The school's monitoring of Internet usage may reveal activities students engage in using the Internet. Routine maintenance and monitoring may lead to discovery that students have violated this policy, the student disciplinary code, or the law. Individual user account searches will be conducted if there is reasonable suspicion that students have violated this policy or any other codes of conduct set forth by Kingsman Academy. Investigations will be reasonable and related to the suspected violation.
- Parents have the right to request to see the contents of their student's personal data files and other records on their student's online activities by submitting a written request.
- The school will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the school's Internet service.

Limitation of Liability

Kingsman Academy will not guarantee that the functions or services provided through the school Internet service will be without error. The school will not be responsible for any damage students may suffer, including, but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The school is not responsible for the accuracy or quality of the information obtained through the Internet. The school will not be responsible for financial obligations arising through the use of the Internet. Parents can be held financially responsible for any harm that may result from intentional misuse of the Internet and/or school technology. Students may only use the Internet and school technology if their parent(s) have signed an Internet Acceptable Use Agreement.

Cameras, Video-Recording Devices, Sound-Recording Devices, and Other Similar Technologies

Kingsman Academy may make available for student use technology equipment such as cameras, digital recorders, video cameras, sound-recording devices. The use of such technologies is a privilege not a right. Students must be responsible for the use of such technologies and follow the protocols below:

- Students may only use the technology for school-related curriculum activities.

- All such technology must be returned in the manner received. Students are responsible for the technology. Any damage, theft, or misuse of the technology is the student's responsibility. Students (and their parents/guardians) may incur financial responsibility for lost or damaged technology.
- Students may not record, capture, or film any content or material that is obscene, harms oneself or others, vulgar in content, pornographic, relates to bullying, harassing, abusive behaviors, sexting, or violates any other policies in this agreement.
- Students may not use any recording devices to capture any audio or visual content without the permission of the person(s) being filmed or taped. Filming, photographing, or recording someone without his/her explicit permission is a violation of this policy.
- Students in violation of this policy will not be allowed to access any school technology.
- Students must abide by all other terms of this policy.

User Responsibilities

The following provisions describe further conduct prohibited under these standards and guidelines:

- Altering system software or hardware configurations without authorization, or disrupting or interfering with the delivery or administration of computer resources.
- Attempting to access or accessing another's account, private files, or email without the owner's permission.
- Misrepresenting oneself as another individual in electronic communication.
- Installing, copying, distributing, or using software in violation of copyright and/or software agreements; applicable state and federal laws or the principles described in *Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community*.
- Using computing resources for commercial or profit-making purposes without written authorization from Kingsman Academy.
- Using computing resources to engage in conduct that interferes with other users' use of shared computer resources and/or the activities of other users.
- Failing to adhere to individual departmental or unit lab and system policies, procedures, and protocols.

- Allowing access to computer resources by unauthorized users.
- Using computer resources for illegal activities.
- Leaving any technology unattended.

Users are expected to:

- Treat the technology with respect.
 - Leave toolbars, background, and icons in standard format.
 - Check hand hygiene before using technology.
 - Never put a pen, pencil or notebook on your keyboard, screen, or technology.
 - Do not push the screen backwards or back and forth.
 - Do not have drinks, food, etc. around technology at any time.
 - When turning technology on, do not hit keys, etc. Let it start up on its own. Be patient.
- Be considerate of fellow users.
 - Power down all technology upon completion of use. Ensure proper charging directions are followed.
 - Fully charge any mobile technology, as directed by staff/teacher.
 - Never download, or install any software from the Internet on any of the laptops, netbooks, Kindles, tablets or similar technology.
- Follow appropriate operating procedures.
 - Plug-in and/or set-up all appropriate external elements (mice, tripod, etc.).
 - When done, shut down all technology. Follow proper protocols for all shut down procedures.
 - Use only your log-in/password, when prompted.
 - When opening applications, let the application open up completely before opening the next.
 - After the technology has shut down, gently disconnect any external devices.

Electronic Bullying, Harassing, and Threatening Behavior

Kingsman Academy outlines expectations for student behavior related to threatening, harassing, violence, and bullying in the Student and Family Handbook. All aspects of such policies apply to technology use. Students may not use any Kingsman Academy technology to engage in actions or behaviors consistent with threats, bullying, harassing or violence. Any such actions may result in the suspension and possible termination of technology use by the student. Violations of harassment, cyber-bullying, threatening behavior may be in the form of language, audio, or visual images.

Harassment is defined as verbal, nonverbal, and physical conduct that substantially interferes with a student's education or creates an intimidating or hostile environment. This includes, but is not limited to, harassment based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

Cyber bullying is defined as the use of information and communication technology to bully, embarrasses, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

The use of technology—including computers, netbooks, e-readers, tablets, e-mail, and social networking sites—to harass, bully, threaten or defame a student or employee is specifically prohibited. Any student who feels he/she is a victim of cyber bullying should immediately report the incident to a faculty or staff member.

Threatening behavior is defined as an expressed or implied threat (verbally, physically, or in writing) to interfere with: 1) the health or safety of any individual associated with Kingsman Academy; 2) with Kingsman Academy property; or 3) property on Kingsman Academy premises belonging to others. Any student who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

Any student found complicit in the posting, sending, or execution of such material will be subject to disciplinary action as defined in the Kingsman Academy Code of Conduct.

Electronic Communications

Kingsman Academy outlines expectations for student behavior related to electronic communication. Electronic communication includes written language, audio, or visual methods. Electronic communication may be in the format of e-mail, twitter, social networking site postings, website postings, blogs, message boards, you-tube, video chats, Internet-chats, video postings, pictures, clipart, art, and any similar modes intended to

communicate. Communication between students and any other recipients must be appropriate at all times. Students must refrain from any communications that include violent, pornographic, abusive, harassing, or bullying language, images, or audio. This includes the use of “sexting” – the use of pornographic images. Kingsman Academy prohibits any communication that includes violent, pornographic, abusive, harassing, or bullying language, even if it is not received by the recipient. The sole possession of such material is a violation of this policy. Any electronic communication spreading or sharing such communications with others will be deemed a violation of the Kingsman Academy Code of Conduct.

Any student found complicit in the posting, sending, or execution of communication that is deemed inappropriate by a faculty or staff member will be subject to disciplinary action as defined in the Kingsman Academy Code of Conduct.

Any student found to be using Kingsman Academy technology for inappropriate communication will have his/her technology privileges suspended.

ACCEPTABLE USE AGREEMENT

ACCEPTANCE OF CONDITIONS

(PRINT name of student)

accepts the conditions, as outline in the Acceptable Use Agreement, for provision of the Internet and school computers by

Kingsman Academy Public PCS School
(Name of school)

Student Signature and Date

Parent/Guardian Signature and Date*

** Note: Not required for Adult Students*

3. **RESUMES**

EDUCATION

Stanford Law School, Stanford, CA

J.D., with pro bono distinction, 2010

Co-editor-in-chief, *Stanford Journal of Civil Rights and Civil Liberties*. Clinical Law Student, Youth and Education Law Project. Kirkwood Moot Court. Coordinator, Guardianship Pro Bono Program. Teaching Assistant in education law courses. Black Law Students Association. Social Security Disability Project.

Harvard University, Cambridge, MA

Doctoral coursework in Administration, Planning, and Social Policy

Ed.M. in Administration, Planning, and Social Policy, 2004

A.B. *cum laude* in Afro-American Studies, 2000

Doctoral research on standardized-testing practices. Co-chair and Editor, *Harvard Educational Review*. Co-chair, Alumni of Color Conference. Ambach Council of Chief State School Officers Fellowship. Presidential Instructional Technology Fellow. Teaching Fellow in education policy, statistics, leadership, and counseling courses. Undergraduate Teacher Education Program. Levin Prize for Teaching and Social Justice.

Purdue University, West Lafayette, IN

M.S.Ed. in Educational and Psychoeducational Studies (Counseling and Development), 2002

EXPERIENCE

Hogan Lovells US LLP, Washington, DC

Associate, March 2013 to Present

Represent court-appointed receiver of public charter school. Counsel clients on a range of K-12 and higher education matters. Advised Committee on Education of the District of Columbia Council on education reform.

Summer Associate at Hogan & Hartson, LLP, 2008 & 2009

Prepared memoranda on special education laws, contract provisions, and discovery issues.

United States Court of Appeals for the Seventh Circuit, Chicago, IL

Law Clerk to the Honorable Ann Claire Williams, Circuit Judge, 2012-2013

Drafted opinions and bench memoranda for civil and criminal cases. Taught trial advocacy skills in Nairobi, Kenya, through Lawyers Without Borders. Prepared legal writing assignment for the Just The Beginning Foundation Judicial Internship Program. Supervised student interns.

United States District Court for the Eastern District of Virginia, Richmond, VA

Law Clerk to the Honorable James R. Spencer, Chief Judge, 2010-2011

Drafted opinions and bench memoranda for civil and criminal cases. Managed docket of civil and criminal cases. Observed trials and hearings.

United States Department of Justice, Washington, DC

Law Intern in Civil Rights Division, Educational Opportunities Section, Summer 2009

Drafted memoranda on disability and race discrimination issues. Edited Title IX amicus brief. Researched desegregation cases and English language learner policies.

SHANNON T. HODGE

Office of the Attorney General, California Department of Justice, San Francisco, CA

Law Clerk in Civil Division, Health, Education, & Welfare Section, Spring 2009

Examined witness and delivered closing argument in administrative hearing. Prepared memoranda on administrative law issues. Developed litigation strategies.

Harvard Summer School, Cambridge, MA

Assistant Dean for Secondary School Program, 2006

Responsible for residential life and discipline for 200 rising high school juniors and seniors enrolled in college summer school program. Led a staff of 18 proctors. Served on Deans' Council.

Massachusetts Department of Education, Malden, MA

Accountability Intern, Spring 2006

Supported efforts to revise state accountability plan for underperforming schools. Researched essential components of effective schools. Discussed accountability principles and practices.

United States Department of Education, Boston, MA

Civil Rights Intern in Office for Civil Rights, 2004–2005

Investigated claims of civil rights violations. Examined responses to data requests. Conducted interviews. Analyzed evidence. Participated in negotiations.

Harvard Graduate School of Education, Cambridge, MA

Data Analysis Consultant for Boston Public Schools, 2004–2005

Built capacity of educators to utilize formative and summative assessment data to inform instruction and guide school improvement efforts.

Teacher Education Program Advisor, 2003–2005

Supported and advised teacher interns. Observed and evaluated pedagogical practices and activities. Served as primary liaison to high school field sites.

Boston Public Schools, Boston, MA

Strategic Planning Intern, Summer 2004

Documented city's attempts to involve the public in reconsidering student assignment policy. Authored case study on public engagement in educational policymaking.

Frankfort Senior High School, Frankfort, IN

Director of Student Services, 2002–2003; *School Counselor*, 2001–2003

Counseled 375 high school students. Coordinated school-wide testing. Advised students and families on college admissions and scholarship opportunities. Trained teachers on data use.

PUBLICATIONS

- ♦ Shannon T. Hodge & John B. Willett, *Creating a Data Overview*, in DATA WISE: A STEP-BY-STEP GUIDE TO USING ASSESSMENT RESULTS TO IMPROVE TEACHING AND LEARNING (Kathryn Parker Boudett, Elizabeth A. City, & Richard J. Murnane eds., rev. ed. 2013).
- ♦ Shannon T. Hodge, Editor's Review, 77 HARVARD EDUCATIONAL REVIEW 505 (2007) (reviewing NATIONAL CENTER ON EDUCATION AND THE ECONOMY, TOUGH CHOICES OR TOUGH TIMES: THE REPORT OF THE NEW COMMISSION ON THE SKILLS OF THE AMERICAN WORKFORCE (2007)).
- ♦ Shannon T. Hodge, Book Review, 77 HARVARD EDUCATIONAL REVIEW 389 (2007) (reviewing PEDRO A. NOGUERA & JEAN YONEMURA WING, UNFINISHED BUSINESS: CLOSING THE RACIAL ACHIEVEMENT GAP IN OUR SCHOOLS (2006)).

SHANNON T. HODGE

- ♦ Sara Schwartz Chrismer, Shannon T. Hodge, & Debby Saintil eds., Special Issue, *Assessing NCLB: Perspectives and Prescriptions*, 76 HARVARD EDUCATIONAL REVIEW 457 (2006).

ADDITIONAL INFORMATION

- ♦ Licensed as a high school teacher and counselor in Massachusetts.
- ♦ Organized congressional briefing on the reauthorization of the *No Child Left Behind Act of 2001*.
- ♦ Bar admissions: Virginia and District of Columbia
- ♦ Court admissions: U.S. Court of Appeals for the Fourth Circuit; U.S. Court of Appeals for the Seventh Circuit; U.S. District Court for the Eastern District of Virginia; Virginia

HASAN A. ZULFIQAR

- TFA alumnus and practicing attorney passionate about transitioning into student development and affairs.
- Highly motivated self-starter with excellent interpersonal, analytical and planning skills and substantial experience in resolving complex issues, managing and leading teams, and operating effectively with integrity.

PROFESSIONAL EXPERIENCE

Jones Day, Atlanta, GA

October 2010-January 2014

ATTORNEY; LAW CLERK (Summer 2009)

- Advised and counseled clients and senior team members on risks and liabilities associated with a variety of topics, including analyzing and evaluating complex problems and recommending effective courses of action.
- Organized interactive career workshops for minority students interested in the law with the Georgia Bar Diversity Program, planning daily programs, recruiting volunteer presenters and facilitating group discussions.
- Directed and managed large team of diverse individuals and personalities in \$200 million project by coordinating and planning multi-faceted components of transaction in fast-paced business environment.
- Mentored and counseled at-risk youth struggling with school attendance through the Truancy Intervention Project, including communicating with family members and developing retention strategies and outreach programming.
- Recruited, evaluated and assessed law students for the Jones Day Summer Associate Program, including interfacing with candidates, collaborating with higher education administrators and assisting in internal evaluation processes.
- Evaluated developments in state law and policy, including conducting independent research studies, preparing memoranda and leading group debriefings assessing and evaluating legal implications and effectiveness.

Bhandari, Naqvi & Riaz, Advocates and Legal Consultants, Lahore, Pakistan

Summer 2008

ASSOCIATE INTERN

- Assisted in drafting legislation to protect minorities from persecution *inter alia* under Pakistan's blasphemy laws.

Teach For America – Atlanta Public Schools, Atlanta, GA

2005-2007

EDUCATOR, Crawford W. Long Middle School

- Developed and implemented individualized after-school ESL tutorial program for non-native English speakers.
- Coordinated Outward Bound Atlanta leadership development retreat for at-risk 7th grade students.
- Attained 85+% student pass rate for two consecutive years on Georgia Criterion-Referenced Competency Test, proactively adapting the curriculum and instruction for students of varying academic levels.
- Counseled students with behavioral problems in character development and social interaction.

United States Congress, Washington, DC

Summer 2003

CONGRESSIONAL INTERN, Office of U.S. Representative David Scott (D-GA)

- Conducted topical research on U.S. Congress Intranet Quorum (IQ) online network/computer database.

EDUCATION

University of Pennsylvania Law School, Philadelphia, PA

2007-2010

JURIS DOCTOR; Associate Editor, *Journal of Int'l Law*; Vice President, Academics & Admissions, Muslim Law Student Assoc.; developed/implemented entrepreneurship and leadership instruction of underprivileged youth at the Science Leadership Academy (Urban Venture Project).

Emory University, Atlanta, GA

2005

BACHELOR OF ARTS (International Studies; Spanish); Dean's List 2003, 2004, 2005; Assistant to Chief of Staff and Publicity Team Leader, Student Government; Spanish Language Immersion (Summer '04).

ASSOCIATIONS & AFFILIATIONS

Admitted to the State Bar of Georgia (2011); Alumnus, AmeriCorps (Corp. for Nat'l and Community Service); Member, Young Professionals for Education Equity and Pi Sigma Alpha Political Science Honor Society.

PERSONAL

Lived nine years in Africa. Proficient in Spanish, Hindi and Urdu. Georgetown Day School alumnus. Explored education policy reform and student retention strategies with the Young Professionals for Education Equity.

Brian Tureck

EXPERIENCE

Options Public Charter School, Washington, DC

Director of Student Affairs

2014-present

Sheppard Pratt Health System, Towson, Maryland

School Climate Specialist -- Maryland Safe and Supportive Schools Initiative, 2011-2014

- Provide support, training, technical assistance and coaching to three high schools to improve school climate
- Guide schools in creating organizational or system change and developing effective, productive, and collaborative systems and practices that create optimal conditions for learning and meet the social/emotional needs of all students
- Member of MDS3 implementation team
- Member of state PBIS (Positive Behavioral Interventions and Supports) management and leadership teams

Maryland State Department of Education, Baltimore, Maryland

Behavior Specialist, 2011

- Project Manager for School Culture and Climate piece of Race to the Top grant
- Worked with lowest performing schools and LEA's on issues including positive behavior interventions, engagement, and attendance
- Member of state PBIS (Positive Behavioral Interventions and Supports) management and leadership teams
- Member of MDS3 (Maryland Safe and Supportive Schools Initiative) implementation team
- Team Leader for SIG (School Improvement Grant) monitoring team
- Member of RITA (Restructuring Implementation Technical Assistance) team

Cardigan Mountain School, Canaan, New Hampshire

Director of Summer Program, 2009-2010

- Academic/Recreational boarding program for boys and girls in grades 3-9
- Responsible for all areas of summer program including hiring staff, admissions, marketing, budget, and scheduling
- Supervised staff of 40 teachers and 4 administrators
- Served as dorm parent and advisor during academic year
- Member of Administrative Team

Baker Demonstration School, Wilmette, Illinois

Head of Middle School, 2008-2009

- Independent PreK-8 school
- Responsible for all aspects of Middle School, grades 6-8
- Member of Administrative Team
- Member of Faculty Evaluation Committee
- Taught 7th grade math (Pre-Algebra)
- Responsible for 8th Grade high school admission process

Cannon School, Concord, North Carolina

Middle School Dean of Students, 2005-2008

- Independent college preparatory school, grades PreK-12
- Worked with Division Head to plan and implement vision for Middle School

- Supervised daily program
- Supervised and evaluated Middle School Teachers
- Responsible for student discipline, academic support
- Responsible for scheduling, report cards
- Planned and implemented team building activities for advisory program
- Supervised standardized testing
- Member of Diversity Committee

The Harrisburg Academy, Wormleysburg, Pennsylvania

Counselor, 1999-2005

- Independent college preparatory school, grades PreK-12
- Created counseling curriculum for Middle and Upper Schools
- Designed, implemented curriculum for Middle School Advisor Program
- Supervised Upper School Advisor System
- Created Freshman Orientation Retreat
- Planned, implemented new student orientation programs for Middle and Upper Schools
- Implemented Middle School Peer Mediation Program
- Standardized accommodation process for students with disabilities
- Member of Judiciary Board, 1999-2001
- Member of Dress Code Committee, 2001-2002
- Member of Search Committee for Director of Admissions, 2002
- Taught AP Psychology (1999-2005), AP United States History (1999-2001), United States History (1999-2000)

Arlington County Therapeutic Recreation, Arlington, Virginia

Recreation Assistant IV, 1999 summer

- Therapeutic recreation leader in summer program for emotionally disturbed children, ages 5-14
- Planned, implemented daily activities
- Created behavior management system
- Supervised Assistant Counselor, Junior Counselors, volunteers
- Consulted with parents, therapists, case workers

Institute for Family-Centered Services, Arlington, Virginia

Family Services Coordinator, 1998

- Intensive, in-home counseling for children, adolescents, and families
- Responsibilities included: assessment of families, creation of service plans, coordination of services, and direct services for families
- Co-facilitated adolescent boys Positive Peer Culture Group
- Collaborated with schools, case managers, juvenile justice, social services, and other agencies

Little Keswick School, Keswick, Virginia

Crisis Intervention Counselor/ Residential Supervisor, 1996-1998

- Private, residential school for Seriously Emotionally Disturbed/ Learning Disabled boys, ages 9-17
- Responsibilities included: individual and group processing for students in crisis, facilitation of problem solving and life space interventions, reintegration of students into their dorms or class groups
- As member of Advisory Teams, developed individual behavioral plans, wrote progress reports, and assessed overall progress of 15 students
- Provided direct supervision for one-half of the residential staff

- Responsible for overall supervision of residential program
- Trained in medication management

Little Keswick School, Keswick, Virginia

Assistant Dorm Counselor, 1994-96

- Facilitated group and individual processing and problem solving within dorm setting
- Planned and implemented nightly recreation program

Region Ten Community Service Board, Charlottesville, Virginia

Counseling Intern, 1995-96

- Provided outpatient and outreach counseling for children, adolescents, and families
- Responsibilities included: assessment and diagnosis, development of Individual Service Plan, and treatment for each client

Fairfax County Public Schools, Fairfax, Virginia

Substitute Teacher, 1991-94, 1999

- Worked with all grade levels including preschool, music, physical education, Emotionally Disturbed, Gifted and Talented, and Mildly Mentally Retarded classes
- Worked during breaks from college (1991-1993), full time 1993-94, 1999)

EDUCATION

The University of Virginia, Charlottesville, Virginia

M.Ed – Counselor Education, 1996

The College of William and Mary, Williamsburg, Virginia

B.A. – Public Policy, History Minor, 1993

**COACHING
EXPERIENCE**

Howard County Lacrosse Program

- Head Coach, Midget Lacrosse, 2011-2013

Hero's Lacrosse Summer League

- Head Coach, Midget Division, 2012-2013
- Head Coach, JV Division, 2011

Annapolis Youth Lacrosse Association Fall League

- Head Coach, Junior Division, 2012-2013
- Head Coach, Midget Division, 2013

Howard County Youth Program Basketball League

- Head Coach, 6th Grade League, 2012-2014

Meadowbrook Basketball League (Howard County)

- Head Coach, 4th/5th Grade League, 2011-2012

Cardigan Mountain School

- Head Coach, Thirds Basketball, 2009-2010
- Assistant Coach, JV Lacrosse, 2010

Baker Demonstration School

- Head Coach, 6/7 Girl's Basketball, 2008-2009

Cannon School

- Head Coach, Middle School Boy's Lacrosse, 2005-2008
- Head Coach, 6/7 Girl's Basketball, 2005-2006

The Harrisburg Academy

- Head Coach, Middle School Boy's Basketball, 2000-2005
- Head Coach, Middle School Boy's Lacrosse, 2005
- Assistant Coach, Middle School Boy's Lacrosse, 2003-2004
- Head Coach, Junior Varsity Girl's Basketball, 1999-2000
- Assistant Coach, Varsity Girl's Basketball, 1999-2000

Keystone State Games

- Head Coach, Capital Region Scholastic Boy's Basketball, 2001

Little Keswick School

- Head Coach, Junior Varsity Basketball, 1996-98
- Assistant Coach, Varsity Basketball, 1996-98

TRAINING

Positive Behavioral Interventions and Supports (PBIS) (Trainer)

Check and Connect (Trainer)

RENEW

Botvin LifeSkills Interventions

Botvin LifeSkills Transitions

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

Check In Check Out (Trainer)

Olweus Bullying Prevention Program (Trainer)

Youth Mental Health First Aid

Adventure-Based Counseling

MADNT System (Trainer, 1997-99)

PRESENTATIONS

The Vital Role School Climate and Social/Emotional Supports Play in Academic Success

Invited Speaker -- National PBIS Leadership Forum, Rosemont, Illinois (October, 2013)

Multi-Tiered Systems of Mental Health Support in Schools

18th Annual Conference on Advancing School Mental Health, Arlington, Virginia (October, 2013)

Multi-tiered Systems in Urban, Transient, and Military Populations

10th International Conference on Positive Behavior Support, San Diego, California (March, 2013)

Team-Building and Collaboration: Strategies and Exercises

University of Maryland School of Law Conflict Resolution Education Winter Grant

Training, Arbutus, Maryland (February, 2013)

Creating Safe and Supportive Schools: Technical Assistance and State Level Perspectives

Invited Speaker – 17th Annual Conference on Advancing School Mental Health, Salt Lake City, Utah (October, 2012)

A Problem Solving Model for Improving School Climate in Urban High Schools

Invited Speaker – National PBIS Leadership Forum, Rosemont, Illinois (October, 2012)

PBIS and Common Core Curriculum

Invited Speaker -- Charles County PBIS Returning Team Training, Waldorf, Maryland (June 2012)

PBIS and Common Core Curriculum

Maryland State PBIS Coach's Training, Ellicott City, Maryland (November, 2011)

Check In/Check Out

Meade Senior High School, Ft. Meade, Maryland (September, 2013)

Check and Connect

Middletown High School, Middletown, Maryland (April, 2013)

Check and Connect Mentor Training

Meade High School, Ft. Meade, Maryland (October 2012)

Check and Connect

State-wide Training, Sheppard Pratt Conference Center, Towson, Maryland (September 2012)

Check and Connect Mentor Training

Woodlawn High School, Baltimore, Maryland (August, 2012)

De-Escalation

Samuel Coleridge Taylor Elementary School Faculty, Baltimore, Maryland (October, 2011)

Positive Behavioral Intervention and Supports

Baltimore City PBIS Returning Team Training, Baltimore, Maryland (August, 2011)

De-Escalation

Commodore John Rodgers Elementary/Middle School Faculty, Baltimore, Maryland (August, 2011)

TINA STITH-TWINE



QUALIFICATIONS SUMMARY:

Self-motivated, focus driven, school educator with 15 years of experience of working in the special education field with students from an array of disabilities and diversities from primary to high school in underrepresented communities. Skilled as a project leader, administrator, training manager, strong conflict management skills, personnel performance, leadership trainer and information management. Team motivator with outstanding communication, written and oral skills, versatile, acknowledged for results-driven, productivity, team player, accountability and sound-decision making.

PROFESSIONAL EXPERIENCE:

SPECIAL EDUCATION Director - 05/2014 to Present

Options Public Charter School

Washington, DC 20002

SPECIAL EDUCATION:

Assist with special education programs and services, by developing related goals, objectives by working with staff. Serve as a resource of information regarding special education programs by ensuring the Individualized Education Program (IEPs) are in compliance and appropriate in relation to policies and procedures required by state and federal regulatory requirements. Input special education data, student information, and analysis of existing data into school based web-based management system for special educators system database (SEDS).

Collaborates with teachers, principals, educational attorneys and advocates, parents, community organizations, public agencies for the purpose of implementing and maintaining existing program and services in accordance with programmatic and federal special education requirements with established timeframes, professional standards and related requirements.

Worked with the special education department in the development and implementation of a new program through a combination of delegation and teamwork by ensuring all components of the newly developed program is properly implemented within an established timeframe in conformance with all local, state and federal requirements prior to the start of the 2014-2015 school year.

TUTOR, 04/2014 to Present

**Maya Angelou Public Charter School (MAPCS)
Washington, DC 20019**

Supervisor: [REDACTED]

Tutor high school students in all academic subjects who have been expelled or suspended for 45 days. Work with a diverse group of students by helping them improve study skills by enhancing their academic performance in a one-on-one setting at a Washington, DC public library. Maintained a weekly log of student's assignments and weekly report, notified special education department of any delinquencies or misconduct of student's behavior and/or missed sessions on a weekly basis.

**SCHOOL ADMISSIONS/OUTREACH DIRECTOR, 7/2007 to 6/2013
Specialized Education Services Incorporated (SESI)**

Washington, DC 20017

Supervisor: [REDACTED]

ADMISSIONS:

Worked collaboratively with parents, guardians, educational attorneys/advocates, key decision makers of the local public school system District of Columbia Public Schools (DCPS) and Office of State Superintendent of Education (OSSE) to determine the most appropriate educational planning for students with Individual Education Program (IEPs), stepping down from residential facilities. Responsible for the recruitment of middle and high school students being placed in non-public school placements at Washington, DC schools. Able to independently manage work to meet the required specific deadlines in a fast-paced school environment, able to work in a changing environment and move from one task to another task based on the needs of the supervisor.

Conducted pre/post assessments to identify outcomes or results, success and failure of students by reviewing student's educational profile, neuropsychological assessments, speech/language, occupational and educational evaluations, social work summary and transcripts.

Completed comprehensive student's evaluation and assessment through file review. Complied with student's IEP and special education policies and education reform by reviewing the overall goals and evaluating the IEP objectives. Provided guidance to state and local officials that serve students with an array of disabilities such as Severe Emotional Disturbance (SED), Learning Disabled (LD), Attention Deficit Hyperactive Disorder (ADHD), and Intellectual Disabilities (ID). Prepared high school students for post-secondary education for two and four year colleges, vocational programs, workforce, and independent living.

MARKETING:

Created, disseminated, developed, a preparation of information of marketing materials such as educational articles, print products, conferences, open houses, seminars, program materials, website content, program summaries, brochures, newsletters and other effective communication tactics to expand and promote SESI of Washington, DC as a premier special education school in the greater Washington, DC metropolitan area.

LEADERSHIP:

Developed and managed a diverse staff through coaching, training, weekly supervision, and professional development, by informing staff of best practices assessing the impact of laws as they relate to education, student services and introduced new approaches regarding federal special education regulations and laws as they relate to special education and student services. Mentored and advocated for students to ensure they received all of the services provided by their IEP.

COMMUNICATION:

Consulted with team members regarding the progression and development of student, academics, needs analysis, focus behavior-oriented groups and student support services for individuals with disabilities.

Clarified, promoted and advertised special education programs to the public, charter schools, and other agencies and organizations by answering questions regarding special education policy. Responded to parent concerns concerning the implementation of their student's IEP and instructional program.

Provided guidance to parents and school administrators to determine the best educational benefits for students with an IEP in the least restrictive environment.

Routinely met with key decision makers (DCPS), educational attorneys/advocates, OSSE, and Local Education Authority (LEA) representatives concerning special education procedural guidelines.

INFORMATION MANAGEMENT:

Generated and utilized spreadsheets, databases, and professional documents to improve operational readiness, manage projects, and research information maintained records of events, demographic, and after-action reports. Assisted in establishing database for mailing list. Data collection of students post-graduation, results, perform metric inquiries, and attended conferences, lectures, workshops, seminars, national meetings and webinars sponsored by DCPS and OSSE about new amendments for students with disabilities.

Participated in professional development for P-12 education. Evaluated the assigned programs and progression of student's entering and existing the school program.

Worked closely with federal and state agencies monitored student's attendance/retention and student's progression throughout region and graduation outcome.

COMMUNITY PARTNERSHIPS:

Consultant with partners and local agencies in the greater southeast area of Washington, DC; that serviced high populations of disabled students and referred parents as to the appropriate placement for their students with disabilities. Generated a variety of educational brochures to keep partners informed of the school's progress.

SCHOOL DIRECTOR/ADMINISTRATIVE HEAD, 7/2001 to 6/2007

Specialized Education Services Incorporated (SESI)

Bowie, MD

Supervisor: [REDACTED] [REDACTED]

OPERATIONS MANAGEMENT:

Supervised the start-up of a private special education school seeking accreditation with Maryland State Department of Education. Managed daily school business operation and administrative matters of a private special education day school serving grades 3-12. Compiled a school budget, direct staff, purchase school materials, supplies and equipment. Interviewed and hired staff of 25-30 employees including teachers, teaching assistance, social workers, and administrative assistant. Supervised and monitored statewide assessments for students taking Maryland School Assessments (MSA) and High School Assessments (HSA). Chaired annual IEP meetings for compliance of state and federal regulations, review of student's progression and growth and implemented student's IEP goals in accordance with federal, state and local special education policy and procedural guidelines.

CUSTOMER SERVICE:

Central point of contact for parent, student and staff answered complaints and/or concerns regarding special education laws, policies or procedures. Trained personnel and teaching staff how to effectively instruct and assess student's academic performance according to special education regulations and laws interpreted and applied knowledge of student support services in grades 3-12. Answered parent's complaints and concerns regarding student's academic, behavioral performance or disciplinary problems with classroom teacher.

INFORMATION MANAGEMENT:

Developed course materials for new-incoming teachers such as course curriculum, syllabus, and lesson plans. Ensured the preparation of appropriate documents for review meetings, including collecting and organizing IEP goals and objectives from all teachers and related service providers.

Adhered to federal, state, and local laws of the special education procedural guide. Program standards and methodology are in alignment with the Maryland State Curriculum Content Standards of student's IEP goals and Maryland state standards. Participated in statewide audits with the Non-Public School Approval Branch of Maryland State Department of Education (MSDE) and countywide school audits with the Prince George's County Non-Public Department by monitoring the special education policies and procedures in accordance with the special education compliance report. Organized school wide in-services and training for teachers and staff regarding special education federal, state, and local laws addressing curriculum issues as it relates to program direction and system wide evaluation in a school system.

PERSONNEL MANAGEMENT:

Analyzed staff strengths/weaknesses with weekly supervision for new and veteran teachers. Ensured teachers are in compliance with their teaching credentials, updated on the federal, state and local laws of special education for students with disabilities. Resolved problem issues and individual crisis situation. Promoted teamwork and communication between teacher and teaching assistant. Continuation of training and coaching to improve employee performance job knowledge and career advancement.

ADJUNCT INSTRUCTOR, 8/2001-6/2002

Anne Arundel Community College

Arnold, MD 21012

Supervisor: [REDACTED]

INSTRUCTOR:

Instructed a developmental reading class for incoming freshman students on a part-time basis at Anne Arundel Community College. Responsible for assuring students have mastered the basic pre-requisites for college reading courses. Students had to present, explain, and demonstrate mastery of reading skills before taking the college reading entrance examination.

SPECIAL EDUCATION TEACHER, 8/2000-6/2001

Elliot Center/Elliot Junior High School

Washington, DC 20002

Supervisor: [REDACTED]

PROJECT MANAGEMENT:

Instructed students with Severe Emotional Disturbance (SED), Learning Disabled (LD), Attention Deficit Hyperactive Disorder (ADHD), and Intellectual Disabilities (ID). Developed and cultivated student-centered lesson plans based on student's IEP in all subjects serving a diverse group of middle school students. Adapted and modified student lesson plans to meet each student individual needs by reviewing the student's educational background and learning needs per IEP and assessments.

Incorporated and encompass cross-curricular components into lesson plans and units implementation of effective classroom behavior management strategies in the classroom on a daily basis. Partake in parent-teacher conferences on a quarterly basis, annual IEP meetings, systematic review of grade-level curriculum meetings, program standards, and methodology pertaining to student's IEP, and administered the District of Columbia Comprehensive Assessment System (DC-CAS) statewide examination.

CONDUCT PERFORMANCE BENCHMARKING:

Evaluated program effectiveness and performance metrics for students with IEPs. Identified and assisted students that required additional assistance with improvement in taking standardized test. Interpreted and applied knowledge of special education laws and regulations to assure compliance at the specialized schools. Established solutions along

with middle school team to strengthen and improve delivery of educational services for students with disabilities.

COMMUNICATION:

Contacted parents/guardians to share information and progress reports with regards to students academic/behavior concerns. Corresponded and build rapport with parent/guardians to improve operations and flow of information on a weekly basis. Responded to written and verbal inquiries from parents/guardians regarding the academic outcome of their child, implementation of IEP and instructional program.

SPECIAL EDUCATION TEACHER, 8/1999-6/2000

Thomas Pullen Performing Arts Center

700 Brightseat Rd. Landover, MD 20785

Supervisor: [REDACTED]

OPERATIONS MANAGEMENT:

Administered and developed specific subject assessments for the purpose of communicating expectations; student's achievements; developed methods for improvement and/or reinforced classroom goals and mission objectives. Researched new topic areas, maintained up-to-date subject knowledge, devising, and writing, implemented new curriculum materials. Demonstrated and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses the individual student requirements. Prepared a variety of written materials, lesson plans, student examinations, quizzes, anecdotal records and attendance for the purpose of documenting student progress and meeting mandated requirements.

COMMUNICATION:

Advised parents/guardians of student progress for the purpose of communicating expectations; student achievements developed methods for improvement and/or reinforcing classroom goals in the home environment. Collaborated with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. Counseled students for the purpose of improving academic performance, health status, problem solving and a variety of personal issues.

PERSONNEL MANAGEMENT:

Supervised and supported the work of teaching assistants, student teacher interns, and new teachers. Participated in a variety of meetings and professional development activities for the purpose of conveying and/or gathering information required to perform functions. Promoted teamwork and communication. Continuation of new teacher employee training and coaching in order to improve my performance, job knowledge, and career advancement as a first-year teacher.

EDUCATION:

Bowie State University Bowie, MD United States
Master of Education-Special Education (M.Ed.); 05/2001

Norfolk State University Norfolk, VA United States
Bachelor of Science-Exercise Science (B.S.); 05/1996

COMPUTER SKILLS/CRM:

Knowledgeable of Microsoft Office Products, Mac Products/Software, Salesforce CRM, OnCourse Learning Systems, Scranton Achievement Series, HTML/CSS, Ruby and Python Programming Language, Camtasia Screen Recorder and Video Editor

REFERENCES:

- [REDACTED]
- [REDACTED]

SIGNIFICANT ACCOMPLISHMENTS:

- Started a school with four students grew the school to 77 students within 6 years; subsequently the school had to move to a larger building due to considerable growth and expansion.
- Successful graduation rate of 75% students with IEPs graduating from high school and attending 4-year colleges/universities, community colleges, trade/vocational school or transitioning into the workforce after graduation.

REBECCA PENNEY

EDUCATION

Dowling College, Oakdale, New York
Master of Science in Secondary Education, Social Studies, 5-12 1/02-8/03

SUNY Empire State College, Saratoga Springs, New York
Bachelor of Arts in Interdisciplinary and African Studies 8/99-5/01

The George Washington University, Washington D.C.
International Affairs Major 8/93-5/96

CERTIFICATION

Virginia Postgraduate Professional License, History and Social Studies, Grades 6-8 07/13 – 06/18
New York State Teaching Certificate in Secondary Education, Social Studies, Grades 7-12 permanent
New York State Teaching Certificate Extension, Social Studies, Grades 5-6 permanent
PRAXIS II: Social Studies Content Knowledge: *passed* 2014

EXPERIENCE

TC Williams High School, Alexandria, Virginia 8/13- 6/14
Teacher
Taught World Civilizations I and World Civilizations I Honors, Grade 9
Developed authentic assessment “Passport of World Civilizations”
Developed differentiated thematic units for diverse students
Collaborated with interdisciplinary team to increase student achievement

Thurgood Marshall Academy Public Charter High School, Washington D.C. 8/07- 08/13
Director of Curriculum & Instruction 7/10- 08/13
Supervised 35 teachers, 5 department chairs, athletic director and librarian
Designed and facilitated professional development
Lead Common Core State Standards school-wide curriculum and instruction transition
Developed RTTT teacher evaluation and observation system
Evaluated instruction through informal and formal observations
Designed internal ELA benchmarks to align with DC-CAS (state assessment)
Led teachers in use of data to increase student achievement
Attended state level education reform and policy meetings

Social Studies Department Chair 8/07-6/10
Conducted teacher observations, provided feedback, modeled lessons
Curriculum development and vertical alignment
Maintained department budget and expenditures
Conducted bi-monthly department meetings

Teacher 8/07-6/10
Taught A.P. Government and Politics, U.S. Government and Politics, Street Law, African
History and Geography, Grades 11- 12
Developed school’s curriculum for African History and Geography

William Floyd High School, Mastic Beach, New York

9/03-6/07

Tenured Teacher

Taught Global History and Geography I & II, Global History and Geography I Honors, Participation in Government, Grades 9, 10, 12

Developed district's curriculum for Participation in Government course

Co-designed and implemented portfolio based *Student Lead Conferences*

Co-designed district's Smaller Learning Community model and Character Education program

Served as cooperating teacher to student teachers and mentor for first year teachers

Developed student-centered station learning and inter-disciplinary lessons with English team

PROFESSIONAL DEVELOPMENT

Conferences

National Charter School Conference 2013

NCSS Annual Conference: Dimensions of Diversity 2011

Learning and the Brain Conference 2010

Breaking Ranks II Conference 2007

Institutes & Workshops

Cultural Competency 2014

Emergency First Aid, CPR and AED Training 2013

Common Core Workshop with Kate Gerson 2013

ERS School Design Workshop 2012

Data Quality Campaign National Data Summit 2012

The Leadership and Learning Center: Decision Making for Results 2012

Getting Ready for the PARCC Assessments 2012

DC Data Summit 2010-2013

Common Core State Standards and Rigorous Curriculum Design 2011

Common Core State Standards and The Penn Literacy Network 2011

Data Teams and Data Driven Decision Making for Results 2011

Data for Action: Empowerment with Data 2011

A.P. Human History and Geography Workshop 2009

A.P. U.S. Government and Politics Teacher Institute 2008

Silver Strong & Associates, *The Thoughtful Classroom* 2006-2007

Courses

Cognitive and Intellectual Development

Teaching Through Multiple Modalities

Teachers and Emotional Intelligences

Spanish for Educators

American Sign Language for Educators

Technology Academy

PRESENTATIONS & WORKSHOPS

"AVODAH Education Salon" 2013

"Teaching Vocabulary: Strategies That Work in Any Classroom" 2008-2013

"Increasing Literacy in Every Classroom" 2012

"Common Core in My Classroom", workshop series 2012

CAREER SUMMARY:

Mental Health/Special Education Professional/Manager with over 20 years of experience in providing leadership to diverse students, families, staff and external organizations in special education and community resources.

- Directed resources so that 10 percent of the students annual returned to less restrictive placements.
- Guided parents to community resources that led to families remaining together, which in turn assisted students achieving at least six months annual growth academically and socially/emotionally as evidenced by compliant behaviors in school and the community.
- Supervised and trained staff to enhance individual knowledge and skills as evidenced by compliance with regulations and student and family growth.
- Sought out for the delivery of presentations to a variety of organizations and school leaders on providing mental health and educational services to youth and families;
- Successfully managed multimillion dollar budgets.

PROFESSIONAL EXPERIENCES:

Principal

1999-2013

Sharp-Leadenhall Elementary School, Baltimore City Public School System, Baltimore, Maryland

- Provided guidance and direction through the analysis of data and clinical diagnoses of students with a multiple needs (mental health, academic, social) and families to allocate resources.
- Evaluated staff proficiency in meeting student and family needs (mental health, financial, housing, physical) and program goals.
- Provided in service training to staff and parents based on identified needs.
- Facilitated internal and external collaboration between school-based staff, families and social service organizations.
- Successfully managed multiple initiatives between site based and external programs leading to the coordination of resources to students and families.

Director

1997-1999

Office of Special Education Monitoring and Compliance, Baltimore City Public School System, Baltimore, Maryland

- Delivered multiple oral presentations on special education policy, procedures and programs resulting in participants' increase in special education knowledge and skills for delivering resources to staff, diverse families and external organizations.
- Directed the collection and analysis of data resulting in the drafting and presentation of a variety of reports to multiple agencies on the status of delivery of special education services. These reports resulted in the prioritizing of the allocation of resources.
- Successfully managed multiple initiatives between site based and external programs leading to coordinated resources to students and families.

Deborah Lahre-Joyner M.A.

SUMMARY OF QUALIFICATIONS

4 years Regional and National Special Education Consulting
14 years Psycho-educational Assessment
12 years providing individual, group and family psychotherapy
5 years academic and career counseling plus departmental leadership
1 year case management for adults with major mental illnesses
4 years college instruction
2 years supervising regional human services program

EXPERIENCE

1999-present School Psychologist, District of Columbia Public Schools, End-to-End Solutions for Special Education/Educational Support Systems, The SEED Public Charter School, Community Academy Public Charter School

- provide consultation to teachers, aides and administrators regarding compliance with IDEIA, behavior management, co-teaching, special education services, accommodations and modifications, and behavior intervention plans, goals and objectives.
- develop and facilitate training to school staff in Behavior Intervention Planning, Special Education Case Management, Co-Teaching, Student Support Teaming, Response-to-Intervention, Social Curriculum and Behavior Management.
- provide Psycho-educational Evaluations, Attention Screenings and Functional Behavior Assessment/Behavior Intervention Plans for students with suspected learning disabilities
- provide direct service psychosocial education, therapeutic intervention in individual and group formats, crisis intervention for special education and regular education students ages 3-18
- chair and participate in multidisciplinary team, child study team and individual education plan meetings
- provide coaching for teachers implementing behavior management techniques and social skills in the classroom
- provide case management, home visits and referrals to community-based resources

1998-1999 Regional Coordinator, Family Resources, Inc., Clinton, Iowa

As leader of a treatment team for a human services agency, I coordinated several programs while developing business contacts throughout six counties in Northeastern Iowa.

- hired, cross-trained and supervised with staff members
- implemented a team approach to case management and treatment of clients
- provided direct psychotherapy for high intensity and crisis clients
- implemented programs in Iowa and Illinois including:

Family Preservation	Delinquency Prevention
Foster Care	Probation Tracking
Residential aftercare	Transition

- managed \$235,000 annual budget
- increased office revenue by 90% while building positive relationships with the State Department of Human Services and District Juvenile Court Services
- collaborated with community agencies to identify gaps and develop programming

1995-1997 Program Therapist, Daybreak Girls' Home, Denver, Colorado

As a member of a clinical treatment team at a residential treatment center, my responsibilities included providing group, individual and family therapy for adolescent girls.

- facilitated groups including survivors of sexual abuse, grief and loss and milieu
- utilized brief solution-focused therapy and long-term psychotherapy modalities
- provided clinical supervision and training for counseling staff
- developed independent living and transitional programs
- was CPR, first aid and medication administration certified

1994-1995 Mental Health Therapist, The Mental Health Corporation, Denver, Colorado

Working on a "high intensity treatment team", tasked with stabilizing homeless and seriously mentally ill clients within the community, I provided individual and group psychotherapy to outpatient adults with Schizophrenia and Bipolar disorder, assisted clients with finding housing and medical care through community resources.

1987-1994 Guidance Counselor and College Instructor, Wilmington University, Delaware
Responsible for providing academic, career and personal counseling for a caseload of 300 undergraduate students. I administered and interpreted the California Achievement Test, supervised college work study students and completed transcript evaluations for transfer students, facilitated Career Development workshops and taught the following course work:

Introduction to Psychology	Life Span Development
Human Relations	Human World Views
Theories of Counseling	Seminar in Adolescent Development

EDUCATION

Master of Arts, Counseling Psychology, 1995 - Immaculata University, Pennsylvania

- Sigma Chi Iota Honor Society
- Practicum in outpatient mental health counseling
- Trained in Family Preservation and Cultural Diversity

Bachelor of Arts, Behavioral Science, 1987 – Wilmington University, Delaware

- 3.8 GPA, graduated Summa Cum Laude
- Internship in co-ed residential treatment in an adolescent group home

CERTIFICATION and MEMBERSHIPS

- District of Columbia Standard Certification, School Psychologist K-12
- Association of School Psychologists-National and Maryland
- Association for Curriculum and Development, National and Maryland

Kennesha Kelly

Experience

March-present Senior Manager, Program Operations and Analytics Thurgood Marshall Foundation, Washington, DC

- Devise and implement a data driven, results oriented methodology across divisions; develop strategic plans, process mapping and evidence based initiatives to ensure progress toward organization goals and program objectives
- Data management in SAS, STATA, SPSS and MS Excel/Access to monitor the effectiveness of programs and outcomes
- Design and develop internal reports that provide insight to the progress monitoring of all operations and programs; develop and deliver reports using all software applications that track and measure department and staff effectiveness as it relates to outcomes and client deliverables
- Integrate Salesforce/Jobscience into all aspects of program and strategy; design, document, build, test and deploy enhancements to Salesforce custom objects, page layouts, workflows, triggers, alerts, reports and complex dashboards in Salesforce
- Manage and analyze Zarca survey database for client relations and program feedback monitoring; create dashboards that can be used to facilitate improving campus relations, talent acquisition and client relations
- Provide day to day data management and analytics end user support (including system configuration, complex formulas and systems maintenance); develop and conduct internal training sessions; create and update operational policies, procedures, and training materials
- Lead and/or contribute to business projects, and create solutions to meet challenges (including grant compliance and detailed analysis of technical and business requirements)

July 2012-present Accountability Officer Options PCS, Washington, DC

- Provide data driven leadership for school academic and operational performance, evaluation of program effectiveness as it relates to progress monitoring goals, operations compliance management, and school improvement programs
- Design and lead professional development related to school performance goals, student learning outcomes, data driven instructional strategies, curriculum mapping, school information systems operation, testing and assessment development, intervention strategies
- Provide management and monitoring of internal/external cross-functional accountability systems (SEDS, Oncourse, Proactive, SLEDS, Sharepoint, Indistar, Quickbase, I-observation, Global Connect, Epicenter) aligned to the accountability matrix, Title I school improvement compliance requirements and district performance management framework
- Design, deploy, and evaluate reporting systems needed to determine emerging trends

and align resources to transform data into actionable plans, practical procedures and evidence based policies; data management in SAS, STATA, SPSS, MS Excel/Access

- In collaboration with content specialist design and analyze all summative and formative assessments necessary to measure student performance, instructional effectiveness and ensure validity/ reliability of all summative benchmark assessments
- Direct evaluation projects including, but not limited to surveys, focus groups, Quarterly Standard Improvement reviews, internal/external reporting, staff training, development of policy manuals and data procedures, dashboard reports as required
- Oversee the validation and accuracy of all internal and external data collection systems, audits, and compliance reporting; develop and monitor early warning reporting systems used to track students at risk for dropping out, poor academic performance, truancy, and other barriers to academic success for OSSE compliance, CFSA, case managers, court system, etc.
- Provide strategic guidance to clarify objectives, shape initiatives and measure results

January 2012-July 2012 (center closed 7/2012)

Data Manager

Tulane University, Center for Educational Resources and Counseling, New Orleans, LA

- Development of reporting forms and center systems to improve work flow, data collection and data management; analyzed complex data sets to track and monitor program effectiveness
- Monitored and tracked patterns in education services and clinical data collection to determined the best course of action to improve delivery of center services to Tulane staff and school community based on data analysis
- Analyzed and problem solved operational issues with filing systems, data collection policies, and protecting client information
- Advanced proficiency in MS Word, Excel, Access, and PowerPoint and SAS, SPSS, STATA or other statistical packages for analyzing large datasets to make evidence based decisions needed to guide program development
- Developed graphs, reports, and presentations of outcomes based on student intake form data and analyzed client satisfaction survey results from Zarca

August 2011-January 2012

Community Health Evaluation -Fall Intern

Louisiana Public Health Institute, Evaluation Division, New Orleans, La

- Strengthened ability to present complex information in an understandable and compelling manner through reports and dashboards for grant reporting purposes
- Responsible for creating evaluation instruments to monitor the impact of school based health clinics and school wellness programs on city students, staff and families
- Gained experience in designing, building, collection, and analysis of data in SPSS, SAS, STATA
- Creation of school and school based health clinic profiles- planning, data collection tool design, data entry and analysis, reporting
- Responsible for analyzing satisfaction surveys- development and analysis from schools and education non-profits throughout New Orleans; created and analyzed baseline assessments to measure progress toward compliance goals

August 2007- June 2011 Dean of Students and Families/ Curriculum Developer
The Crossroads School/Living Classrooms Foundation, Baltimore, MD

- Developed academic and behavioral interventions based on student/teacher observations and assessment evaluations
- Worked with families to connect them to community resources, worked with a variety of school and city district administrators to support identified areas of academic weakness and improve behavior outcomes
- Developed and implemented behavior/discipline policy and behavior modification programs, counseling, and crisis intervention
- Developed and lead professional development for staff on classroom management, student engagement, and academic interventions
- Managed community outreach services, afterschool programs and volunteer/mentor programs for all grades
- Developed health/science curriculum; taught a variety of subjects to model strategies to improve differentiate of instruction, lesson planning, and implement academic and behavior interventions to improve overall school performance

August 2006- August 2007 Clinical Research Project Coordinator
Johns Hopkins University Welch Center for Prevention/Epidemiology/Clinical Research

- Supervision of all research staff; gained experience in program monitoring, survey development and federal grant compliance; developed health curriculum for preventative health and disease management
- Developed experience in creating and managing databases for all research study data (SAS, SPSS); gained experience in analyzing large complex data sets; SAS coding and analysis
- Gained experience in IRB submission, grant compliance requires, and development of research project protocol, accountability reporting frameworks, operations policy and procedures manual development

Education

George Washington University School of Public Health and Health Sciences
Concentration: Epidemiology

University of Michigan, Ann Arbor
Concentration: Biomedical Anthropology-Public Health Sciences/Afroamerican Studies
BA, 2006

Mississippi School for Mathematics and Science, Columbus MS
High School Diploma, 2002

Damon Jones

Professional Experience

COMMUNITY COLLEGE PREPATORY ACADEMY PCS – Washington, DC

Adjunct Mathematics Professor

09/2013 – 02/2014

- ♦ Prepared under-credited adults for postsecondary education success via the delivery of comprehensive mathematics instruction at the appropriate remediation level—Elementary, Middle, or High school

COMMUNITY PRESERVATION DEVELOPMENT CORPORATION –Washington, DC (Anacostia)

Resident Services Manager (Contractor)

05/2013 – 09/2013

- ♦ Developed and implemented a community building model through aligned and data-driven social, economic, and environmental programming initiatives including:
 - Education: focusing on early school readiness, youth development, parent engagement, and adult literacy.
 - Economic Development: providing access to job placement and training, financial literacy workshops, transportation, and technology access.
 - Resident Engagement: supporting civic involvement, volunteerism, neighborhood leadership, community participation, and cultural exchange.
 - Health and Wellness: encouraging health education and awareness; providing nutrition and fitness classes; supporting access to social and human services.
 - Environment: promoting energy efficiency, recycling, and water conservation.
- ♦ Collaborated with residents of each community, private sector institutions, other non-profit organizations, and local and federal government agencies to create strategic alliances.
- ♦ Managed the daily administrative and programmatic duties of the Cedar Heights Community Center

DISTRICT OF COLUMBIA GOVERNMENT– Washington, DC

Office of the State Superintendent of Education (OSSE), Teaching and Learning division

Education Program Specialist

05/2012 – 05/2013

Teaching and Learning

- ♦ Provided resources and accountability in the areas of federal grants management, compliance, and meaningful program implementation resulting in improved overall academic achievement in schools
- ♦ Utilized various ad hoc reports and identified, organized, and delivered briefings to department managers in order to present programmatic findings, solutions, and recommendations pertaining to school performance
- ♦ Developed and administered technical assistance to schools concerning allowable ways to expend Federal funds in order to improve student achievement and school operating efficiency
- ♦ Monitored public charter schools for compliance via on-site and remote methods and provided guidance on how to implement federal programs to support teaching and learning

Federal Education Grants Management

- ♦ Guided local education agencies through the lifecycle of six formula grants and one competitive grant from the application process through closeout
- ♦ Designed the framework and managed the \$8.9 million SOAR (Scholarships for Opportunity and Results) Act discretionary grant to increase academic quality in District of Columbia public charter schools
- ♦ Established an evaluation system and assessed quality of 107 applicant submissions for SOAR Act funds to determine feasibility as it pertains improving academic achievement
- ♦ Assessed school Title I, II, and III, Part A program implementation and expenditures to ensure compliance with federal and local laws and regulations
- ♦ Trained staff in grants management and fiscal reporting processes to improve team efficiency

Fiscal Management

- ♦ Oversight of \$9.7 million in Federal entitlement funds issued to District of Columbia public charter schools resulting in 100% of schools meeting drawdown targets
- ♦ Performed FY12 internal audit of \$67 million of Title I and II, Part A funding resulting in zero federal audit findings; the first time in OSSE history
- ♦ Verified accuracy of LEA calculations of Comparability and Maintenance of Effort for Federal reporting purposes to ensure compliance with federal requirements

Damon Jones, 2

- ♦ Managed federal entitlement funds by assisting schools in the application, reimbursement and reporting processes in order for schools to remain compliant and avoid redistribution of funds
- ♦ Compiled and analyzed \$51 million of ARRA (American Reinvestment and Recovery Act) expenditure data in order to create reports detailing job creation and economic stimulus resulting from ARRA funds

DISTRICT OF COLUMBIA GOVERNMENT– Washington, DC

Office of the Chief Financial Officer, Student Transportation division

Budget Analyst

10/2011 – 05/2012

- ♦ Formulated \$93million FY13 DOT Special Education Division program budget in order to improve efficiency and fulfill requirements
- ♦ Monitored the execution of approved \$91 million FY12 budget to assure proper allocation of funds and necessary internal controls are maintained
- ♦ Reviewed and edited budget data for reasonableness, accuracy to ensure conformance with procedures and guidelines
- ♦ Eliminated overspending and inefficiency by effectively comparing budget to actual expenditures
- ♦ Developed expenditure forecasts and identified potential spending pressures to inform management's decisions
- ♦ Processed budget reallocation (modifications and reprogrammings) to align with program requirements
- ♦ Assessed discrepancies with accounting and other data to eliminate miscommunication
- ♦ Administered and reconciled expenditures against spending plans to ensure spending alignment with resource allotment and provided solutions for correction as needed
- ♦ Performed research and presented relevant information to assist in managerial decision-making
- ♦ Compared data from different sources to draw conclusions

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS – Prince George's County, MD

Elementary/Middle School Teacher

02/2010 – 10/2011; 01/2007 – 01/2010; 03/2003 – 05/2006

- ♦ Developed rigorous and comprehensive curricula with multiple outcomes: Improved academic achievement for below-grade level students; cultivation of higher-order thinking skills in above-grade level students; meeting proficiency targets on state tests
- ♦ Appointed to school Leadership Team responsible for authoring the school improvement plan establishing guidelines for classroom protocol and behavior management resulting in improved school culture and climate
- ♦ Effectively analyzed data to drive classroom instruction and management, curriculum development, and enrichment opportunities
- ♦ Implemented procedures to improve school efficiency, budgeted resources for assigned programs, safety, and cleanliness for the School Planning and Management Team
- ♦ Orchestrated new school program (The Efficacy Institute) to meet the challenge of improving student achievement academically
- ♦ Established process and implementation timelines for school-wide programming and presented benefits of new curriculum to colleagues to generate buy-in
- ♦ Earned exceptional evaluations for the quality and creativity of classroom instruction and management
- ♦ Served as 5th/6th Grade Chairperson and ensured effective communication between administration and teachers, coordinated meetings (e.g. IEP), communicated important information to parents via monthly newsletters, and other grade-level administrative tasks
- ♦ Designed and executed an after-school tutorial program to supplement in-class instruction, increase knowledge retention, and improve academic performance

Education

TRINITY UNIVERSITY– Washington, D.C., **Master of Education**

December 2008

HARVARD UNIVERSITY– Cambridge, MA, **Bachelor of Economics**

June 2000

Skills and Service

Professional Certification: **Certified Elementary Educator** for State of Maryland

March 2009

Kingsman Academy **Certified CPR & First Aid Administrator**
Public Charter School

October 2012

QUALIFICATIONS SUMMARY

- Innovative curriculum development with urban youth specialization.
- Specialized training in leadership for results and performance coaching.
- Demonstrated ability to initiate and coordinate multiple activities and tasks; originate correspondence; develop and maintain effective working relationships with associates, supervisors, and general public; maintain confidential and sensitive information, identify relevant objectives and chart program effectiveness, and complete work records while applying analytical thinking.
- Superior written and verbal communication, facilitation and presentation skills.
- Effective program leadership, administration, management and facilitation of projects from conception to successful completion.
- Development of instruction manuals to identify relevant objectives and chart program effectiveness.
- Comprehensive coordination of resources for community, institutional and organizational collaboration.

PROFESSIONAL EXPERIENCE

2013-PRESENT

ACADEMY DIRECTOR/JOURNEY PROGRAM DIRECTOR

Options Public Charter School, Washington, DC (www.optionsschool.org)

- Articulating a clear instructional vision with a school-wide focus on teaching and learning that is data-driven, standards-aligned and rooted in a belief that all students can achieve at high levels.
- Implementing consistent school-wide instructional practices that are clear, results-oriented and research-based.
- Creating opportunities for ongoing learning and staff development that are informed by data.
- Executing results-focused school operations and resource management that ensure minimal disruptions to teaching and learning and promote the success of all students and staff.
- Developing and maintaining a purposeful school culture that supports a safe and effective learning environment.
- Aligning human resources to school needs, setting high expectations and effectively managing all school employees to meet school goals.
- Focusing on evidence-based growth and results to drive the school towards annual and long-term goals.
- Engaging school community members effectively to ensure all stakeholders are included in school improvement efforts. Listening to and communicating with all the school's stakeholders; building successful interpersonal relationships with faculty, staff members, family and community members and students.
- Managing the change process, including making tough decisions when necessary to move the school and students forward.
- Engaging in constant personal learning, including the need to learn and adapt when faced with challenges and successes.

2010-2013

DIRECTOR OF STUDENT AFFAIRS

Options Public Charter School, Washington, DC (www.optionsschool.org)

- Assist Principal in non-instructional duties related to school management and operation.
- Coordinate with faculty, staff and school stakeholders to ensure academic and behavior success.
- Supervise staff behavioral support and student discipline teams.
- Observe and offer strategy feedback to all instructors.
- Review grade level data, student discipline reports, schedules, and assessment programs on behalf of Principal.

2008-2010

MEDIATION FACILITATOR/BEHAVIORAL SPECIALIST

Options Public Charter School, Washington, DC (www.optionsschool.org)

- Identified and implemented training and support strategies to enhance school-wide behavior plan.
- Researched and applied accepted theories and methodologies related to student behavior.

- Incorporated strategies and best practices for students with documented emotional and behavioral difficulties.

2006-2007

MIDDLE SCHOOL TEACHER: SOCIAL STUDIES, RELIGION

St. Thomas More Catholic School, Washington, DC (www.thomasmoredc.org)

- Created and implemented instructional plans for 6th, 7th, and 8th grade students.
- Increased reading, geography, and social study gains on standardized exams by 29% above the national average for all grades taught.
- Established mentoring program targeting African- American males
- Provided instructional support for after-school tutoring program.
- Coordinated various fundraising and extra-curricular activities. Trained and supervised new teachers as a part of a mentoring initiative.

2004-2006

ELEMENTARY AND MIDDLE SCHOOL TEACHER: MATH, SCIENCE, RELIGION

St. Augustine Catholic School, Washington, DC (www.saintaugustine-dc.org)

- Served as the Literacy Specialist for 1st, 2nd, and 3rd grade students.
- Implemented educational initiatives to enhance performance on standardized exams, raising performance scores for 8th grade students taking the high school preparation exam by 15%.
- Created student conflict resolution symposium to teach students how to resolve disagreements amicably.

2002-2003

FOURTH GRADE TEACHER

Friendship Edison Charter School, Washington, DC(www.friendshipschools.org)

- Created general education lesson plans for 4th grade students.
- Trained and supervised new instructors to ensure compliance.
- Served as chair of review panel committee for new curricula development.

2000-2002

THIRD GRADE TEACHER/INSTRUCTIONAL CONSULTANT

Meridian Public Charter School, Washington, DC (www.meridian-dc.org)

- Provided Technical Assistance to Development Director to establish a mentoring program targeting African-American males.
- Created lesson plans to guide the instruction of 3rd grade students.

EDUCATION

2004

POST BACCALAUREATE STUDY: EDUCATIONAL PSYCHOLOGY

Howard University, Washington, DC

- Completed Masters Degree Coursework with Concentration in Educational Psychology

1999

BACHELOR OF ARTS: PSYCHOLOGY

Morehouse College, Atlanta, Georgia

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

- National Education Association
- American Federation of Teachers
- National Association of Social Workers
- American Psychological Association
- ASCD (formerly the Association for Supervision Curriculum and Development)

- Member of Kappa Alpha Psi Fraternity Inc.
- National Alliance of Black School Educators
- Member of 100 Black Men of Washington DC

RELATED EXPERIENCE & CERTIFICATION

2007-PRESENT

INDIVIDUAL WELLNESS CONSULTANT

Results, The Gym, Washington, DC (www.resultsthegym.com)

- Create client-centered wellness protocols based on comprehensive fitness and nutrition assessments.
- Develop client action plans for lifestyle management, self-empowerment, emphasizing a strengths-based approach.
- Successfully convert prospective clients into regular customers by providing exceptional customer service.
- Coordinate marketing events targeting various audiences to demonstrate benefits of healthy living.
- Provide intensive one-on-one motivational interviewing to assist consumer in identifying and attaining personal fitness goals.

AMERICAN RED CROSS TRAINING CERTIFICATION

Endorsements: CPR, Emergency Preparedness.

PERSONAL TRAINING CERTIFICATION

- National Academy of Sports Medicine (www.nasm.org)
- Aerobics and Fitness Association of America (www.afa.com)

MULTIMEDIA/COMPUTER SKILLS

Proficient in Web 2.0 and Microsoft Office Applications (Word, PowerPoint, Excel, Outlook, Access and Publisher).

Carolyn Frezzell

TECHNICAL SKILLS

Great Plains, Excel, MS Word, Epicor, Outlook, netForum, SharePoint, NetSuite

EXPERIENCE

Options Public Charter School

Interim Director of Operations

08/2014 - Current

- Manage custodial staff and all custodial contracts to ensure that school building is clean and well-maintained
- Oversee security staff and contractors
- Oversee information technology (ITT) staff and contractors
- Ensure that appropriate safety and security procedures are established and followed

Business Manager, Contract

06/2014 – 08/2014

- Process accounts payable using bill.com
- Provide customer service to vendors
- Assisted the Director of Operations with reviewing of contracts

The Optical Society

07/2013 – 05/2014

Staff Accountant, Contract

- Create and process daily cash receipt batches through the accounts receivable system (netForum)
- Provide customer service to members as well as employees
- Train employees in netForum

Metalogix

01/2013 - 02/2013

Staff Accountant, Contract

- Assist with processing payroll through ADP
- Prepared audit schedules
- Entered invoices and ran reports from the accounting system (NetSuite)
- Prepared bank reconciliations

Edison Electric Institute

07/2006 - 06/2012

Accountant

(04/2008 - 06/2012)

- Initiated international and domestic wire transfers
- Meeting registrations
- Maintained the Chart of Accounts
- Prepared bank reconciliations for the different entities
- Performed all duties related to outside fulfillment house-TASCO
- Coordinated efforts to create and maintain a paperless disbursement system
- Responsible for all cash receipts and disbursements for EEI Power Pac
- Generated monthly, quarterly, and annual financial reports.
- Prepared journal entries for allocation, re-class entries, and budget amendments
- Assisted with the implementation of the new accounting system (GP)
- Closed and refunded batches in the accounts receivable system (netForum)

Junior Accountant

(07/2006 - 04/2008)

- Accounts Payable
- Processed twice weekly check runs for CEWD, Edison Foundation, and EEI totaling approximately \$10 million annually received from 1,000+ vendors.
- Processed twice weekly employee reimbursement checks
- Verified accuracy of invoices including PO numbers, addresses, mathematical accuracy, and description of services.
- Resolved problems with vendors and employees
- Assisted with preparation of IRS Form 1099-Misc, DC Sales & Use Tax, Credit Application forms, and Form W-9

EDUCATION

MBA, In Progress

Strayer University, Alexandria, VA

Bachelor of Science, Accounting, 2009

Strayer University, Alexandria, VA

Associate in Arts, Business Administration, 2009

Strayer University, Alexandria, VA

4. **EXCERPT FROM REQUEST FOR PROPOSALS FOR BUILDING MAINTENANCE**

Item #	Item Name	Location	Comment	Recommended Action	Priority (1 -10, 1=most urgent)	Requires Design/Engineer g or other Professional Consultant	Unit Cost	Total Cost
	Major Items							
1	Roof	Annex and smaller areas on main building roof	Ponding occurs at perimeter of roof	Determine reason for improper roof drainage and remedy, slope roof minimum 1/4" per foot. Confirm gutters and downspouts are clear of obstructions.				
2	Access Control	All Entry Locations	Students are entering/exiting building without authorization	Consult with Security/Access control vendor for appropriate update/upgrade to security system		Y Security Vendor		
				May need additional video camera systems or alarms				
3	Exterior & Stair Doors	Ground Fl	Finishes at exterior door opening damaged	Repair floor, wall, and ceiling finish at door openings as needed, match existing adjacent				
		All Locations	Missing thresholds	Replace or provide thresholds where needed				
			Door does not close properly	Repair door hinge, replace entire door if door does not close properly				
			Door seals and sweeps missing	Replace or provide door seals/sweeps				
			Doors at stair info wells are vandalized, walls damaged	Consider leaving doors on magnetic hold opens during operating hours, will close in emergency. Provide visual connectivity and security as well as ease of access for students				
4	Student Entry, Nurse Station, Security Office, Janitor's Closet	1C6	Existing entry condition is cramped and uninviting	Owner requested a new design for student entry area, to be more inviting and open		Y Arch		
				Relocate Nurse Station away from entry, maintain guidelines for DCPS nurse station				
				Relocate existing metal detectors or provide new				
				Open area thru removing nurse office and security station for visual connectivity and security				
				Doors for Cafeteria on magnetic hold opens for easier passage from entry to cafeteria, and for visual connection and security especially during morning when students arrive				
5	Boys Bathrooms	All Floors	Hand Dryers not functional	Repair/replace hand dryer				
			Wall Heaters not functional	Repair/replace Wall Heaters				
			Hand Soap Dispensers - Missing	Replace Soap Dispensers with vandal resistant units				
			Wall mounted sinks not supported properly	Replace sinks or remount existing units in wall				
			Toilet Partitions missing hardware	Replace or provide new hardware at toilet partitions				
			Windows blocked up with wood for privacy	Replace with frosted or tinted glazing for privacy, but still providing daylight				
			Floor drain does not drain or vent properly	Determine reason of improper draining/venting and remedy, replace drain if needed.				
			Exposed sink pipes missing covers, not ADA compliant	Install sink pipe covers				
			Urinals not flushed	Owner requested auto-flush urinals				
6	Girls Bathrooms	All Floors	Hand Dryers not functional	Repair/replace hand dryer				
			Wall Heaters not functional	Repair/replace Wall Heaters				
			Hand Soap Dispensers - Missing	Replace Soap Dispensers with vandal resistant units				
			Wall mounted sinks not supported properly	Replace sinks or remount existing units in wall				
			Toilet Partitions missing hardware	Replace or provide new hardware at toilet partitions				
			Windows blocked up with wood for privacy	Replace with frosted or tinted glazing for privacy, but still providing daylight				
			Floor drain does not drain	Unclog drain				
			Exposed sink pipes missing covers, not ADA compliant	Install sink pipe covers				
7	Corridors	Throughout Building	Existing color scheme is uninviting and dark	Owner requested repainting wall with distinct colors for Middle School and High School areas as well as unique spaces, i.e. Cafeteria/Auditorium, Student Entry, Admin,etc.		Y Arch		
			Corridor doors remain closed during operating hours, damaged due to use and vandalism	Consider putting doors on hold open to provide visual connectivity/security				
8	Landscape		Lack of green space and vegetation	Consult with Landscaper to provide plantings , in particular along E street, at sidewalk level to separate sidewalk and street from hillside				
			Hard sloped surfaces along E Street	Remove pavers and replace with sod and/or plantings				
9	Therapeutic Classrooms	TBD	Need 6 Classroom spaces for students with behavioral needs	Owner requested design of special area for 6 classroom spaces for students with behavioral needs		Y Arch		
10	Special Needs Classrooms	TBD	Need additional spaces for students with special intellectual needs/learning skills	Owner requested design of special area for classroom spaces for students with intellectual/learning needs		Y Arch		
				Class spaces should mimic home living environment, i.e. living room, kitchen space for instructional purposes				

Item #	Item Name	Location	Comment	Recommended Action	Priority (1 -10, 1=most urgent)	Requires Design/Engineer g or other Professional Consultant	Unit Cost	Total Cost
11	Admin/Entry	Multiple Locations	Need monitor/TV screen showing basic school information at entry points	Owner requested monitor/TV screen for school info		Y		
12	Display	Multiple Locations	Need vandal resistant display cases and bulletin boards	Owner requested areas for bulletin boards and display cases		Y Arch		
				Trophy display cases - preferably built in units and vandal resistant				
13	Water Fountains	Throughout Building	Existing units are not mounted securely	Replace existing units with flush wall mounted units				
				Confirm heights are ADA compliant				
14	Window Protection	Throughout Building	Existing metal meshes are unattractive and deteriorating	Owner requested removal of metal mesh protection		Y Arch		
				Option 1: Replace with similar window protection system on NE side of building				
				Option 2: Install additional security system at windows in lieu of metal mesh protection				
15	Window Gasket/Seals	Throughout Building	Leaks at window opening	Determine cause of leak, repair seals around windows, or replace unit, repair damage to surrounding surfaces				
16	IT	Throughout Building	Insufficient data speed	Consult with IT vendor regarding IT systems and potential upgrades		Y IT Vendor		
17	Electrical	Throughout Building	Insufficient power supply, fuses tripped	Consult with Electrical Engineer regarding power supply for building		Y Electrical Eng		
18	Greenhouse	Outside Annex		Owner requested Green house area for student maintained garden				
19	Pest Infestation	Throughout Building	Owner complaint of rodent and insect infestation	Consult pest control vendor, determine pest infestation, and provide corrective measures		Y Pest Control Vendor		
	General Items							
20	Stripping and Waxing	All Floors Throughout	Large patches of floor finish are missing or damaged in corridors	Where damage is too extensive to patch, replace damaged portion of flooring and finish to match adjacent				
21	Patching	All Walls Throughout	Holes in walls in multiple locations	Where damage is too extensive to patch, replace damaged portion of gypsum wall board and finish to match adjacent				
22	Painting	All Corridors and Classrooms	Paint all corridors and classrooms	Owner's annual maintenance, repaint classrooms and corridors. Coordinate new color scheme				
23	Exit/Emergency Lighting	Throughout Building	Damaged exit signs and fire alarm strobes	Replace with vandal resistant fixtures				
24	Sprinkler heads	Throughout Building	Sprinkler heads missing trim	Replace missing trim				
25	FEC's	Throughout Building	FEC vandalized and takes up hall way space	Replace with recessed FEC's mounted flush with corridor wall				
	Specific Items							
	Annex							
26	Culinary Classroom	AX115	Water does not drain properly at sink	Counter and sink are not level, adjust to be level and water drains appropriately				
			Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				
			Oven doors don't close	Replace oversized oven racks				
26	Washer Dryer	Outside of Culinary Classroom	Needs drain pan, and floor mounted door stop, does not need door closer	Provide drain pan, provide floor mounted door stop, remove door closers				
27	Music Room	AX120	Not sound proof, sound leaks out to adjacent space	Consult with Acoustical engineer regarding room acoustics, address reverberation and sound transmittance to adjoining spaces.		Y Acoustical Engineer		
			Bad acoustics					
			Mechanical system is too loud	Dampen mechanical system as needed or relocate above ceiling, provide acoustical batts for sound isolation				
			Ceiling tiles damaged, leaks, broken	Replace damaged tiles and grid to match existing adjacent				
			Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				

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28	Cosmetology	AX117	Washer Dryer needs drain pan	Provide drain pan for washer dryer				
			Needs additional shelving and storage	Provide storage and shelving				
			Strong odors from cosmetological chemicals present	Consult Mechanical Engineer, provide additional ventilation for removal of odors/vapors from cosmetological chemicals		Y Mech Eng		
			Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				
29	Lockers	Corridor AX1C2	Lockers unused	Owner requested removal of lockers				
30	JROTC	AX118	Door stop incorrectly placed, does not stop door	Relocate door stop				
			Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				
31	ROTC	AX121	Door damaged at hinge, bent inwards, does not close	Replace door and hardware, paint per new color scheme				
			Door flush bolt scrapes floor					
			Missing door latch					
			Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				
32	Tech	AX119	Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				
			Water infiltration at walls, paint is delaminating	Determine reason for water infiltration and provide appropriate remedy, patch CMU block and repaint				
33	Athletic Office & Support	AX122 & AX122A	Leaks at Ceiling	Fix roof, item #1, replace ceiling tiles				
			Leaks at Window	See item #15				
			Water infiltration at walls, paint is delaminating	Determine reason for water infiltration and provide appropriate remedy, patch CMU block and repaint				
34	Toilet - Girls	AX1TG1	Missing toilet seat in HC stall	Replace missing toilet seat				
35	Roof Access @ Fence	SE corner	Students climbing on roof via fence					
	Main Building							
36	Classroom	168	Air Handling Units not functional	Consult HVAC tech and repair unit				
			Air Handling Unit panel missing/removed	Provide vandal resistant attachment for panel				
37	Weight Room	112	Too small, insufficient space for players and equipment	Owner request additional space for weight rooms, separate from locker rooms				
			Humid, lack of air movement	Needs additional exhaust and/or cooling of space				
			Lack of storage for equipment	Needs separate storage space for equipment, either room inside building or exterior storage, shed				
38	Boys Locker Room		Shower too small, cramped, and lacks privacy, currently used as storage room	Provide curtains or partitions for privacy				
			Light fixture does not work at shower stalls	Repair light fixture				
			Lack of ventilation at shower stalls, potential for mold/mildew	Consult with Mechanical Engineer to see if additional ventilation is needed or if existing exhaust needs to be repaired		Y Mech Eng		
39	Girls Locker Room		Shower fixtures do not have handles, inoperable	Repair/replace shower fixtures				
			Hand Dryer does not work	Repair/replace hand dryer				
			Wall heater does not work	Repair/replace wall heater				
			Loose wires hanging behind door	Trace wire back to source, remove wire if unused, patch wall and finish to match adjacent				
			Door stop missing	Replace door stop				
40	Stair #4		Door is bent	Replace door and reuse door hardware if possible, paint door, coordinate with new color scheme				
41	Stair #6	Roof Access	Gate w/lock violates fire code	Replace w/ appropriate egress gate				
42	Cafeteria/Auditorium Not full service kitchen, vendor supplied meals		Loud Mechanical System	Consult with Acoustical engineer or Mechanical engineer, dampen Mechanical system or provide means of separating mechanical unit from space, i.e. ceiling system		Y Acoustical Engineer		
			Acoustics in room - too much reverberation	Consult with Acoustical engineer for walls, ceiling, and floor treatments to reverberation and sound transmittance				
			Insufficient Day Light	Increase window sizes, add more windows or enlarge existing windows at clerestory				
			Insufficient Artificial Lighting, too high up, dark spots in corners, along wall	Consult with Lighting engineer for localized lighting, along service line, at stage, along walls, etc.		Y Lighting Eng		
			Cafeteria service line is closed off rom kitchen, students are not able to see the available food choices	Owner request increase in visibility along service line. New design to open up wall along service line, add food serve counter, replace existing counter shutters		Y Arch		
			Tables are long and have attached benches, students sit on tables instead of benches causing damage to tables	Replace existing tables with fold up circular tables with integral stool seats, allowing students to sit separately from each other				

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43	Cafeteria Prep Area		Insufficient storage space	Provide shelving and or separate pantry room		Y Food Serv Vendor		
			Disorganized equipment along service line	Consult with Food Equipment vendor to confirm existing equipment is in good working order, repair or provide new				
			New refrigeration unit does not fit, insufficient ceiling height, ceiling has been removed to accommodate unit, exposed to underside of roof, and increased exposure to exterior temperatures	Consult with Food equipment vendor to relocate condenser unit to remote location, either above roof or outdoors on pad, repair ceiling, repair roofing				
44	Detention Room	223	Not needed	Convert to Staff Lounge				
45	Class/Reading Room	226	Window well	Investigate and consider opening up wall below window well if possible, or provide built-in storage instead of leaving space unused				
46		South Façade	Copper flashing at decorative stone work is deteriorating and damaged	Repair/replace copper flashing				
			Debris at multiple locations on roof	Remove debris and dispose of appropriately				
			Gooseneck ducts do not have insect screens	Provide appropriate insect screens and vandal resistant attachments				
			Mechanical units have broken conduits or piping	Repair/replace components as needed				
			Cell Tower seems to sit too close to roof edge and has insufficient anchorage	Remove CMU weighing down cell tower base and provide sufficient anchorage to roof. Confirm location of cell tower is greater than 10'-0" from edge of roof				
47	Facilities	146	Sprinkler head clearance needed at beam	Confirm sprinkler head has sufficient clearance, replace noncompliant fixture				