

CHARTER SCHOOL AGREEMENT

DATED AS OF \_\_\_\_\_ DAY OF \_\_\_\_\_, 2011

BETWEEN

DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD

AND

RICHARD WRIGHT PUBLIC CHARTER  
HIGH SCHOOL FOR JOURNALISM AND MEDIA ARTS

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## CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is dated as of \_\_\_\_\_, 2011 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and RICHARD WRIGHT PUBLIC CHARTER HIGH SCHOOL FOR JOURNALISM AND MEDIA ARTS, a District of Columbia nonprofit corporation (the “**School Corporation**”).

### RECITALS

**WHEREAS**, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

**WHEREAS**, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”; a copy is attached hereto as Exhibit A);

**WHEREAS**, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act; and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

**WHEREAS**, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

**NOW, THEREFORE**, in consideration of the premises and the agreements, provisions, and covenants herein contained, the Board and the School Corporation agree as follows:

### SECTION 1. ESTABLISHMENT OF SCHOOL

**1.1** Charter. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement, and the Application. The Application is incorporated into this Agreement and is binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 38-1802.03(h)(2) of the Act.

**1.2** Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen (15) years unless sooner terminated in accordance with Section 6.1 hereof.

**B.** The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this

Agreement with amendments satisfactory to the Board and the School Corporation; or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

**1.3** Location; Permits; Certifications. The School shall be located at 100 41<sup>st</sup> Street, NE, Washington, D.C. 20019 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board through an amendment of this Agreement pursuant to the Act and Section 8.4. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items at least thirty (30) days prior to the first day of the School's first academic year or at least thirty (30) days prior to the first day of the School's operation at a new School Property.

**A.** The School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals; and (ii) a report identifying any lease, sublease, deed, or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct, and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, or other authorization of, by, or with; (b) any notice to or from; (c) any declaration of or with; and (d) any registration with any governmental authority, in each case relating to the operation of the School.

**B.** The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property.

**C.** The School Corporation shall provide the Board the certificates of insurance required by Section 3.2, within the time periods set forth in Section 3.2.

**D.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees of the School Corporation as defined in the Act (the "**Board of Trustees**"), or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer ten (10) or more hours per week at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-D of this Section 1.3 shall be kept on file at the School.

## **SECTION 2. EDUCATIONAL PROGRAM**

**2.1** Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

**2.2** Age; Grade. In its first academic year, the School shall instruct students in grades eight and nine. In the subsequent four (4) academic years, in accordance with Schedule I, the School may instruct students in grades eight through twelve. The School shall not instruct students of any other grade without prior written consent of the Board.

**2.3** Enrollment. **A.** Enrollment in the School shall be open to any pupil in grades eight through twelve, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred and fifty (150) pupils in its first academic year and no more than five hundred (500) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

**B.** Prior to the end of the five-year period included in Schedule I, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as the Board may request.

**C.** If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto and in accordance with the requirements of the Act.

**D.** The School Corporation shall keep accurate records of student enrollment and daily student attendance that are sufficient to permit preparation of the reports described in Sections 4.1E and 4.1F.

**2.4** Curriculum. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation's curriculum shall adopt student content and performance standards for all subject areas at all grades or other performance levels served by the School Corporation. The School Corporation's curriculum shall be aligned with the School Corporation's educational program. The School Corporation shall petition the Board in writing for an amendment to this Agreement for any material change in the curriculum of the School that is a significant departure from the curriculum in the plan set forth in the Application as amended in accordance with this Agreement.

**2.5** Students with Disabilities. At least thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to the beginning of any academic year for which the School Corporation shall change such election from the current academic year. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board of the individual responsible for case management of the education of the School's students with disabilities.

**2.6** Student Policies; Expulsion and Suspension. **A.** No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

**B.** The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than five (5) school days of any student enrolled in the School.

### **SECTION 3. CONTRACTS**

**3.1** Notice for Contracts. In accordance with the Act, the School Corporation shall submit to the Board the documents required by the Act with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000.

**3.2** Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the coverage provisions set forth below wherever applicable:

- (i) Workers' compensation insurance as required by applicable Law. "Law" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect;
- (ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage;
- (iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned, and hired motor vehicles;
- (iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii);
- (v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering, and other consulting costs and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including

any improvements, equipment, fuel, and supplies, without deduction for physical depreciation and/or obsolescence;

(vi) Directors and officers liability insurance and professional liability insurance; and

(vii) Educators legal liability insurance.

**B.** If the School Corporation has entered into a contract for the management of the School by another entity (“**School Management Contract**”), the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance. “**Person**” shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies or other administrative or regulatory bodies thereof.

**C.** The School Corporation may satisfy its obligations under this Section 3.2 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself. “**Affiliate**” shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children, and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family, and any Person who is controlled by any such member or trust; for purposes of the definition of “**Affiliate**,” “**control**” (including, with correlative meanings, the terms “**controlling**,” “**controlled by**,” and “**under common control with**”), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise.

**D.** All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees, and agents as additional insureds.

**3.3** Insurance Certificates. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders, and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 3.2.

**3.4** Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board’s request.

## SECTION 4. REPORTS

**4.1** Reporting Requirements. The School Corporation shall deliver to the Board:

**A. Annual Reports:** No later than September 1 of each year, beginning September 1, 2012, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program, and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), and an assessment of compliance with the performance goals, objectives, standards, indicators, or targets or any other basis for measuring the School's performance as the Board may reasonably request.

**B. Audited Financial Statements:** As soon as available but no later than one hundred and twenty (120) days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to the Act in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

**C. Interim Financial Reports:** As soon as available and in any event within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning July 1, 2011, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July 2011 by August 31, 2011 and for August 2011 by September 30, 2011.

**D. Budget; Fiscal Year:** No later than June 1 of each year starting June 1, 2012, an annual operating budget, an annual capital budget, and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's initial

operating budget for the period from July 1, 2011 to June 30, 2013 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2011 a revised operating budget for the period from July 1, 2011 to June 30, 2013; the School Corporation shall consider the comments of the Board, its staff, and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board.

**E. Enrollment Census:** On dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community, and vocational programs, and (e) nongrade level programs; (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals, or (f) students with limited English proficiency; (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School; and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the District of Columbia Office of the State Superintendent of Education (“OSSE”) for similar reports from public schools in the District of Columbia, and such count shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

**F. Attendance:** On dates identified by the Board in writing, attendance data using the attendance management reporting software required by the Board.

**G. Key Personnel Changes:** Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

**H. Events of Default, Etc.:** Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects, or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement; (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation; and (iii) the failure of the School Corporation to comply with the terms and conditions of any

Authorizations, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto.

**I. Litigation:** Promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation, or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in Proceedings to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof.

**J. Board of Trustees Meeting Minutes:** At the Board's request, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting).

**K. Other Information:** Such other reports, financial statements, and information as the Board shall reasonably request in accordance with the Act.

**4.2 Reports Required by the Act.** The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

## SECTION 5. ORGANIZATION

**5.1 Organization. A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

**B.** Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws at least thirty (30) days prior to the effective date of such change.

**5.2 Powers.** The School Corporation shall have the powers set forth in the Act.

**5.3 Accreditation.** The School Corporation shall comply with the accreditation requirements set forth in the Act.

**5.4 Nonsectarian.** Pursuant to the Act, the School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

**5.5 Financial Management.** The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system

of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 4.1B.

**5.6** Board of Trustees. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall be fiduciaries of the School and shall set overall policy for the School.

**5.7** Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

**5.8** Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

**5.9** Complaint Process. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act.

## **SECTION 6. TERMINATION**

**6.1** Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 38-1802.13 of the Act;
- (ii) by mutual agreement of the parties hereto;
- (iii) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2011; or
- (iv) by the Board, if the School fails to begin instructing students by October 1, 2011.

**B.** This Agreement shall be terminated:

- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 8.2.

**6.2** Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall (i) promptly but no later than thirty (30) days after the

Termination Date, deliver all student records, reports, documents, and files to the Board; (ii) promptly dissolve the nonprofit corporation operating the School in accordance with the District of Columbia Nonprofit Corporation Act and the Act; and (iii) promptly distribute the School Corporation's assets and discharge the School Corporation's debts in accordance with the provisions of Section 38-1802.13a of the Act.

## SECTION 7. COMPLIANCE

**7.1** Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew, and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

**7.2** Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees, and contractors to, cooperate with the Board, its staff, and its agents in connection with the Board's obligations to monitor the School Corporation.

**7.3** Access. The School Corporation shall authorize and permit the Board, its staff, and its agents to have access to the extent permitted by Law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records, and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors, and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act.

## SECTION 8. MISCELLANEOUS

**8.1** Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within five (5) business days of the School Corporation's receipt of such funding.

**8.2** Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

**8.3** Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or

plural, and any other gender, masculine, feminine, or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit, or schedule, such reference shall be to the introduction, a recital, a section, or a paragraph of, or an appendix, an exhibit, or a schedule to, this Agreement unless otherwise indicated. The words "hereof," "herein," and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes," or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

**8.4** Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation in accordance with the Act.

**8.5** Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) delivered by hand (with written confirmation of receipt); or (ii) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 8.5) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board  
3333 14<sup>th</sup> St., NW; Suite 210  
Washington, D.C. 20010  
Attention: Executive Director  
Telephone: (202) 328-2660

If to the School Corporation:

Richard Wright Public Charter High School  
100 41<sup>st</sup> Street, NE  
Washington, D.C. 20019  
Attention: Board Chair  
Telephone: (202) 526-7283

**8.6** Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or

privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

**8.7** Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

**8.8** Applicable Law. This Agreement and the rights and obligations of the parties hereunder shall be governed by, and shall be construed and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

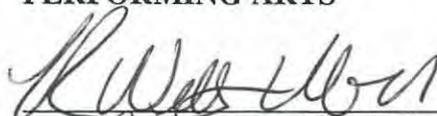
**8.9** No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

**8.10** Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

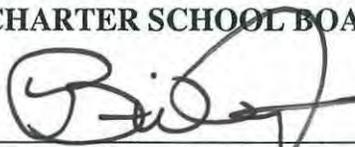
**RICHARD WRIGHT PUBLIC CHARTER  
HIGH SCHOOL FOR JOURNALISM AND  
PERFORMING ARTS**



By: Rhonda Wells-Wilban

Title: Chair, Board of Trustees

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**



By: Brian W. Jones

Title: Chair

**SCHEDULES**

SCHEDULE I – Maximum Enrollment

**SCHEDULE I**

**Maximum Enrollment**

<b>Grade</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Fiscal Year 2016</b>
8	75	100	100	100	100
9	75	100	100	100	100
10		75	100	100	100
11			75	100	100
12				75	100
<b>Total</b>	<b>150</b>	<b>275</b>	<b>375</b>	<b>475</b>	<b>500</b>

EXHIBITS

- EXHIBIT A -- Application
- EXHIBIT B -- Random Selection Process
- EXHIBIT C -- Expulsion/Suspension Policies
- EXHIBIT D -- Initial Budget
- EXHIBIT E -- Key Personnel
- EXHIBIT F -- Articles of Incorporation
- EXHIBIT G -- Bylaws



**REVISED EDITION OF THE CHARTER APPLICATION  
RICHARD WRIGHT PUBLIC CHARTER SCHOOL FOR  
JOURNALISM AND MEDIA ARTS**

**July 23, 2010**

# Richard Wright Public Charter School for Journalism and Media Arts

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<b>K. Description of Curriculum</b>	<b>see Binder</b>

# APPLICANT INFORMATION SHEET

## Request for Approval

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

Name of Proposed Charter School

Richard Wright Public Charter School for Journalism and Media Arts

Name of Entity Applying for Charter Status

Richard Wright Public Charter School Founding Group

Contact Person: Alisha Roberts-Charles

Address 1316 North Carolina Ave., Washington, DC 20019

Daytime Telephone (443) 324-0790 E-mail marcoclark4@aol.com

Fax \_\_\_\_\_

Name of Person Authorized to Negotiate Dr. Marco Clark

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

Authorized Signature \_\_\_\_\_

Proposed Start Date August 2011 Proposed Year One Budget \_\_\_\_\_

## Start Up Information

First-Year Enrollment: From age/grade 13/8 to age/grade 15/9 Number of students 150

Year Five Enrollment: From age/grade 13/8 to age/grade 17/12 Number of students 503

Location of school (address or area of city) Ward 7

Names of Organizations Involved in Planning (if applicable):  
\_\_\_\_\_

Name of Educational Service Provider (if applicable):  
\_\_\_\_\_

## Type of Application (Check One)

Conversion of an Existing Public School  Conversion of an Existing Private School  
 New Public Charter School

If conversion, name the school being converted:  
\_\_\_\_\_

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

**LEA Status:** Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.) **No**

## Richard Wright Public Charter School for Journalism and Media Arts

### Executive Summary

*The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

#### ***Richard Wright***

Richard Wright, the grandson of former slaves, was born on the Rucker Plantation in Roxie, Mississippi. Shortly after moving to Memphis, Tennessee as a child, his father, a former sharecropper, abandoned the family and his mother became gravely ill. Wright and his siblings were left with broken spirits and thrown into years of tumult. On the verge of a nervous breakdown, Wright returned to Mississippi to live with relatives. Wright felt stifled by his aunt and maternal grandmother's strict religious beliefs, and threatened to leave home when his grandmother refused to allow him to work on Saturdays. Early strife with his aunt and grandmother left him with a life-long hostility towards religion as the means to solve common problems.

#### ***Education***

When Wright was named ninth-grade valedictorian, he refused to deliver the assistant principal's prepared valedictory address – a speech that would not offend school officials. He eventually convinced black administrators to let him give his own version. That fall, Wright enrolled in high school, but had to stop attending classes after only a few weeks because he needed to earn money for his family.

Wright's childhood in the Deep South left lasting impressions of American racism, which would later come across in his writing. He gained national attention for *Uncle Tom's Children*, a collection of four short stories published in 1938. He based some stories on his personal accounts of lynching. The publication and favorable reception of *Uncle Tom's Children* enhanced Wright's status as an author and a true voice for African Americans.

In 1940, Wright completed his first novel, *Native Son*. The lead character, "Bigger Thomas," was described as an eager, young, African American man who faced several obstacles due to his race, and a lack of education and motivation. *Native Son* explored societal barriers to African Americans. Though Wright was criticized for the violence depicted in the book, the period following publication of *Native Son* was a busy time for him. He later conducted research for the text for a folk history of blacks.

Wright's dedication to uplifting of the community and our own commitment to strengthening students' skills in communication and expression led us to pay tribute to him through this school. Our mission emphasizes the importance of transforming students

while connecting them to the classics and modern languages through a curriculum that enhances writing skills and extends vocabulary development.

Academic achievement is the foremost priority at Richard Wright PCS. We recognize that raising the performance level of a wide range of students requires intensive academic assessment and aggressive planning by administrators, faculty and staff. We believe that accomplishing this goal requires forward-thinking, accountable leaders with a strong understanding of curricular priorities. We recognize that higher-level conceptual thinking is only possible with a solid base of fundamental knowledge and skills. As a result, it is our expectation that all instructional and support staff examine and provide solutions for improving student achievement.

Richard Wright PCS believes that it is not enough for our staff to cover instructional material. Our curriculum is aligned to the DC Public Schools Learning Standards and will outline grade and subject performance goals to ensure student readiness for promotion, graduation, college and careers.

Research reveals that most students can achieve at high levels if they are given clear expectations, sufficient time to learn and the necessary academic support (Hollins, 1996). Richard Wright Public Charter School will motivate students to achieve high standards and welcome academic interventions. We will extend opportunities for those who excel. Our curriculum, teaching strategies and professional development programs are all focused on college- and career-readiness.

We aim to have a total enrollment of 550 students at full capacity. The size of the school will enable us to determine each student's needs and provide them with the necessary tools and programs to succeed. Following a planning year in 2010-11, Richard Wright PCS proposes to start in the fall of 2011 with 150 students in grade 8 and 9, adding a class each year through 12<sup>th</sup> grade.

## EDUCATIONAL PLAN

### MISSION AND PURPOSE OF PROPOSED PUBLIC CHARTER SCHOOL

#### Demographics

RWPCS will provide a strong academically-enriching and rigorous program that meets the needs of all of its students while impacting the community in a positive manner. According to the 2006 American Community Survey, 53 percent of all District of Columbia residents are under 18 years of age. Within Ward 7, more than 40 percent of children live below the national poverty level. The ward's Kenilworth section has a school-age population of 14,457 that equates to 20.5 percent of the total population. Approximately 23 percent of all Kenilworth children are born to mothers under the age of 20. Approximately 44 percent of the total population in Ward 7 qualifies and/or receives some form of government assistance.

Unfortunately, the public schools located in this demographic area post some of the lowest reading and math test scores in the city. According to 2000 Census data, 1 out of 10 residents in Ward 7 is a college graduate and 7 out of 10 are high school graduates.

African Americans account for more than 85 percent of the ward's total population according to the Marshall Heights Community Development Organization. The median household income is \$30,000 and the median home value is \$105,000. Children living in Ward 7 are 12 times more likely to live in a home where the mother is the head of household in comparison to those in the more affluent Ward 3, where about 25 percent of children live below the poverty level.

Generally, children residing in Ward 3 live in communities where nearly everyone finished high school and 8 out of 10 people graduated from college. Additionally, about 12 percent of children live in two-parent households and only 2 percent of children live in single-parent homes. The median household income is \$71,000 and the median home value is \$448,000.

Approximately 11,000 students receive special education in the District of Columbia. High school students account for 16 percent of this population. Almost half (49 percent) of these students reside in Wards 7 and 8, a figure disproportionate to the 44 percent of all public school students who live in those wards. Research indicates that 65 percent of special needs attend District of Columbia Public Schools, about 17 percent attend public charter, and 18 percent attend a private or parochial school. Enrollment and residential patterns suggest that DCPS students attend schools closer to their homes compared to charter school students.

Other Ward 7 statistics:

- 33 percent of its 1,463 students receive Level II special education services
- 14 percent of African American students attend public schools; 17 percent receive special education services

- 49 percent of Caucasians attend non-public schools; 6 percent receive special education services

### **Location**

The Richard Wright Public Charter School for Journalism and Media Arts will be located within Ward 7 in the northeast section of the District of Columbia. The boundaries of the selected neighborhoods that make up this potential community include Eastern Avenue NE to the north, the Benning Road Pepco Plant to the south, the Metro/Amtrak railroad tracks to the east, and the Anacostia River to the west. There currently are 2,314 housing units (detached houses, apartments, condos, and townhouses) within this area. Plans have already been vetted and approved for approximately 2,100 additional housing units (apartments, condos, and townhouses) within the Parkside area over the next three-five yrs according to the Marshall Heights Development Organization. Approximately 7,000 people live in this community. RWPCS has realized the demand and need for educational options. Parents are still seeking schools that offer their children rigorous academics, character development and post-secondary opportunities. RWPCS' model of gradual growth will demonstrate our commitment to the overall development of students in Washington, D.C., particularly in Ward 7.

### **Rationale**

There is a critical need for additional education options among Ward 7 high schools. Currently there are very few high schools of choice in this demographic area. Existing high school programs do not offer an 8-12 academic focus nor do they have a curriculum centered on journalism and media arts. Three public charter high schools (Cesar Chavez PCS for Public Policy, Idea PCS and Friendship Collegiate PCS) and one traditional public high school (H.D. Woodson) are located in Ward 7.

RWPCS plans to enroll male and female students in grades 8 and 9 in 2011, and build a grade each year thereafter. Enrollment will be open to all students who live in DCPS boundaries. Our goal is college and career preparation with a focus on journalism and media arts.

RWPCS believes that establishing an 8-12<sup>th</sup> grade learning community will help close the achievement gap by easing the transition from middle to high school. Ninth-grade dropout rates have increased by 20 percent in the last decade in all major urban cities, including Washington, D.C., according to 2009 data from the US Department of Education. We believe that placing eighth-graders in a high school setting will increase their chances for success throughout high school. The RWPCS 8-12<sup>th</sup> grade model will provide the following:

- Student-centered environment
- Connection to the classics and modern languages
- Curriculum which emphasis on rhetoric and vocabulary

- Additional year of academic assessment and follow-up to provide appropriate interventions
- Clear understanding of Carnegie credits towards graduation
- Additional year of academic and social acclimation from middle to high school
- Eighth-grade curriculum that will be a prerequisite alignment for ninth grade

## MISSION

*The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

## PHILOSOPHY

The Richard Wright Public Charter School will connect our students with the culture of the classics and modern languages while enhancing their education through an exploration of journalism and media arts. We believe in the following core values which will be instilled by the administration and staff and demonstrated by students on a daily basis:

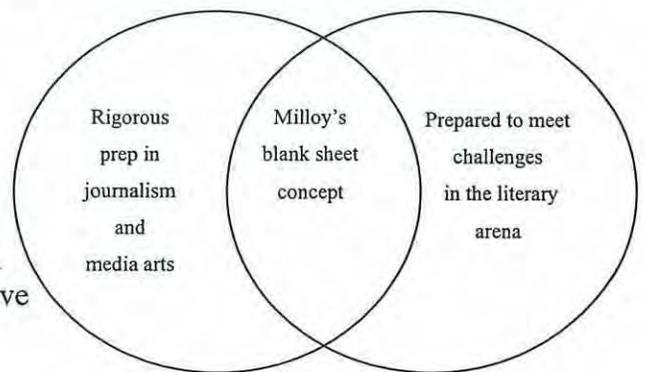
- Self-discipline
- Academic rigor
- Moral conviction
- Self-respect
- Positive energy

## EDUCATIONAL FOCUS

“A blank sheet of paper is worthless, but what you write on that sheet of paper can make it priceless.”

**Courtland Milloy** – *Washington Post* columnist

Milloy recognizes that most people can be creative with an empty canvas or a blank sheet of paper. RWPCS’ focus is to create great writers, journalists and productive citizens. Our commitment to education is to empower all students to become creative, innovative thinkers and learn at the highest level, regardless of their surroundings, ethnicity, socioeconomic status and prior education. Milloy’s quote is an ethos for preparing our students for college and life’s endeavors. We fundamentally believe that every school should offer rigorous curriculum to prepare them for the future. Our educational program is designed to enhance creativity to ensure success in the media and arts. We understand some students may not attend college immediately after high



school. At RWPCS, we will prepare students to use their creativity wherever life takes them by emphasizing apprenticeships and two- and four-year colleges. While college may not be for everyone, we want our students to know that college *is* an option for them. It is our hope that every student at RWPCS will make decisions about their future based upon self-assessment to become positive contributors to the global community.

### **Character Virtues**

We believe in reflection and a commitment to serving others to shape both the capacity and the willingness to excel academically. Dialogue inside and outside the RWPCS classroom will center on the following 10 key virtues:

- Ethical values
- Studious behavior
- Growth
- Caring school community
- Moral-based decisions
- Respect of curriculum
- Self-motivation
- Relationships
- Shared leadership
- Family and community engagement

We believe an effective educational program encompasses the character of the school, its implementation and the extent to which it is demonstrated through its students. At RWPCS, dialogue inside and outside the classroom will frequently delve into fundamental questions of what constitutes a moral, meaningful life. “Students should come away from their education with the understanding that pursuing an answer to...fundamental questions is of the utmost importance,” note Kevin Ryan and Karen Bohlin. “The school that ignores the centrality of these questions or trivializes them...is, indeed, making a statement to students, that these questions are not really that important.” Such fundamental questions might include, “Why is there censorship?” or “How do my moral values impose bias on my writing?”

At RWPCS, we recognize that the opportunity to shape the character of our youth and provoke thoughtful reflection about these types of questions lie at the crux of our work. Furthermore, this highly-intentional commitment to character principles is inextricably linked to academic achievement. A student who has not reflected deeply on his or her own purpose is at a severe loss in confronting the daunting social pressures that lead to short-term gratification. A student who feels true ownership in a life of reflection and self-discipline will be more enthusiastically engaged in the hard work necessary for academic success.

## **ACADEMIC/NON-ACADEMIC GOALS**

### **RWPCS students will:**

- Meet and exceed state requirements for Proficiency in Math and Reading by 5 percent
- 90 percent annual promotion rate
- 100 percent college acceptance rate
- Meet or exceed grade-level requirements in Reading
- 80 percent passing rate on the DC Benchmark Assessment System (DC BAS), DC Comprehensive Assessment System (DC CAS) , Scantron Performance Test Series and Princeton Review Assessments
- Complete mandatory senior project for graduation
- Describe and identify the use of media and graphic arts equipment.
- Exhibit RWPCS Character Virtues

### **RWPCS management will:**

- Exemplify mission of the school
- Ensure 100 percent academic and fiscal governance and accountability
- Secure long-term facility by the end of the fourth year of operation
- Make annual financial contributions to school
- Commit to continuing their education
- Exhibit RWPCS Character Virtues

### **RWPCS teachers will:**

- Exemplify mission of the school
- Design lessons to suit individual student learning styles
- Demonstrate culturally-responsive instruction
- Commit to continuing their education
- Exhibit RWPCS Character Virtues

### **RWPCS student goals will:**

- Ensure performance correlates to mission, goals and Character Virtues
- Include opportunities for individual projects to develop personal interests
- Focus on obtaining internships and job shadowing opportunities

### **RWPCS parent and community goals will:**

- Encourage RWPCS Character Virtues
- Emphasize family participation at school-sponsored events
- Show commitment to curriculum by attending parent-teacher conferences and other events

## **Positive Behavior Promotion**

RWPCS will incorporate character education in its daily program. Students will exemplify these virtues in the school environment and community.

## **Preparing for Success in the field of Journalism**

At RWPCS, coursework at all grade levels will require students to perform high-level conceptual tasks. We recognize that higher-level conceptual thinking is only possible with a solid base of fundamental knowledge and skills. As E.D. Hirsch points out in *The Schools We Need and Why We Don't Have Them*, "The ability to learn something new depends on an ability to accommodate the new thing to the already known." Cognitive scientists describe this process as rendering skills and knowledge "automatic." Automatic recall of certain information is necessary for a student to succeed in sophisticated conceptual work. For example, a student must firmly grasp word roots and prefixes for effective oral, written, and visual communication and expression. We will ensure that every RWPCS student has mastered these fundamental skills.

Students will be required to demonstrate what Benjamin Bloom labeled as basic knowledge, comprehension, and application of information; they will also cultivate the intellectual tools to analyze, synthesize, and evaluate what they are learning. Recognizing that students who fall behind in mastering basic knowledge and skills have little hope of being able to perform high-level conceptual tasks, students who earn an end of the quarter grade below 72 are mandated to attend the Saturday Academy which will remediate required skills (See Student Handbook).

## **Preparing for Collegiate Success: Teaching to Multiple Intelligences**

Certainly, traditional skills such as reading, writing, note-taking, and discussion are effective avenues for student learning. Yet, our teachers will also design lessons with the understanding that students process material with a variety of intelligences.

As Howard Gardner and his colleagues determined, "Human cognitive competence is better described in terms of a set of abilities, talents, or mental skills...All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination."

Thus, in a class on poetry, musically-inclined students might write and perform raps using the literary principles they have studied. The most effective instruction often requires students to process material using their kinesthetic, interpersonal, musical, and visual intellectual capacities, in addition to their verbal and mathematical abilities.

## **Preparing for Success within the Culture of Journalism: Constructing Engaging Curriculum**

The instructional program at RWPCS will be designed with the understanding that the best student outcome is driven by a spirit of exploration and creativity. Students who feel passionate about their schoolwork are far more likely to retain what they have learned. At all grade levels and in all subjects, students will engage in independent projects, so that they may pursue and develop their natural curiosity. Teachers will approach their lessons understanding that the curriculum that meets affective needs is more likely to make a lasting impression on students. Teachers will present the relevancy of topics being studied. For example, students studying the Renaissance period will compare and contrast the invention of the typewriter to the computer while students studying the history of journalism will conduct chronologies about the evolution of print media.

Throughout their years at RWPCS, students will explore and apply principles of character education. For example, students might be encouraged to demonstrate how to create a caring school community by participating in collaborative learning activities with peers. Respect from all members of the RWPCS community will be essential in maintaining a safe, environment conducive to learning. Students will be challenged to delve more deeply into the meaning and ramifications of these virtues. An advisor might challenge a student to develop his or her own personal moral code and how to apply it in complex situations.

## **CHARTER SCHOOL CURRICULUM**

### **ACADEMIC LEARNING STANDARDS**

**RWPCS has adopted the Boston Latin School framework for grades 8-12 in the classical tradition and aligned the curriculum to DCPS Learning Standards where applicable. The Boston Latin Model has proven to be successful for well over 300 years. RWPCS will review its curriculum annually to ensure adherence to state and federal academic goals, and to incorporate best practices from education research.**

**RWPCS academic standards for different grade levels are illustrated in the accompanying chart:**

	<b>Mathematics</b>	<b>Science</b>	<b>English Language Arts</b>	<b>Social Sciences</b>
8th Grade	<p>Linear models: Each student can set up, solve, and graph linear equations and inequalities. In particular, students will be able to identify and describe the meaning of the slope of a line and use slope-intercept form. • Identify the slope of a line as a measure of its steepness and as a constant rate of change from its table of values, equation, or graph. Apply the concept of slope to the solution of problems. • Identify the roles of variables within an equation, e.g., <math>y = mx + b</math>, expressing <math>y</math> as a function of <math>x</math> with parameters <math>m</math> and <math>b</math>.</p>	<p>Environmental science stands at the interface between humans and the Earth: it explores the interactions and relations between them. The issues to be explored: include global warming, species extinction, air pollution, toxic wastes, overpopulation, recycling, water, waste removal, and biodiversity.</p>	<p>Is the exploration of the world of literature, with particular attention placed on the concept of honor and the responsibilities one must assume to order to be deemed honorable. The course activities include the following: the reading of both poetry and prose, emphasizing setting, plot, characterization, point of view and theme;</p>	<p>Geography: Each student can locate places on earth, identify geographic features and use geographic vocabulary and map skills. Each student can relate how geographic features and processes influence historical events. • Each student can use a map to locate and identify natural regions such as mountain ranges, oceans, and rivers; human regions, such as nations or cities; and patterns of climate and vegetation. • Each student can identify the five themes of geography and match them with specific situations.</p>
9th Grade	<p>Introductory geometry—lines, angles, and polygons: Each student can understand, analyze, apply, and explain the relationship between the number of sides and the sums of the angle measures of a polygon and the relationship of angles formed by intersecting lines, including parallel lines cut by a transversal. • Analyze, apply, and explain the relationship between the number of sides and the sums of the interior and exterior angle measures of polygons. • Demonstrate an understanding of the relationships of angles formed by intersecting lines.</p>	<p>Demonstrations and experiments, many of which are performed by students either in school or at home, are used to develop an understanding of the investigative process and to acquire some of basic skills needed in future science courses. Student enthusiasm for science is promoted by activities such as participation in science fairs. Books and articles concerned with the lives and contributions of great people of science are required reading.</p>	<p>Vocabulary: Each student can use knowledge of root words, as well as words in context, to decipher vocabulary encountered while reading. Each student can identify root words, prefixes, and suffixes used in standard written English. Each student can use an expansive and flexible vocabulary in written expression. Romeo and Juliet by William Shakespeare: Each student can read and comprehend the play, analyze the motives of the major characters, and identify themes of devotion, rivalry, and destiny. Each student can dramatically read from the play. Each student can use standard written English to write effectively about character, plot, and theme.</p>	<ol style="list-style-type: none"> <li>1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.</li> <li>2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</li> <li>3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</li> <li>4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office).</li> </ol>
G	<b>Mathematics</b>	<b>Science</b>	<b>English Language Arts</b>	<b>Social Sciences</b>

	<p>The emphasis for the first half of the year is on integrating Algebra with Geometry and less emphasis on formal proofs. The focus of the second half of the year is a preparation for Pre-Calculus with a full unit in Right Triangle Trigonometry and review/ preparation for the DCAS exam</p>	<p>A laboratory-centered program of instruction is used, in which students design experiments that demonstrate the scientific method and specific scientific principles. Text materials and audio-visual aids are integrated in order to provide an insight into the major fields of modern biology. Reading assignments extend beyond the text to encompass as much material and current research as possible. B.4.4 – 13 Class Project inferences on cooperative learning</p>	<ol style="list-style-type: none"> <li>1. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.</li> <li>2. Analyze effective speeches and deliver a speech with some of the same rhetorical features.</li> <li>3. Give formal and informal talks, using appropriate level of formality for audience and purpose, as well as rhetorical devices (e.g., alliteration, analogy, expletive, hyperbole, metaphor, parallelism, simile).</li> </ol>	<p>Students describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.</p> <ol style="list-style-type: none"> <li>1. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (G, S)</li> <li>2. Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity, airplanes), and the resulting prosperity, expansion of freedom (derived from the car and the building of roads/highways), and effect on the American landscape.</li> </ol>
<p>11<sup>th</sup> Grade</p>	<p>Extending comprehension in the context of function analysis rather than treating them as new material. With less time spent on review, this allows more time for higher order reasoning skills needed for future studies.</p>	<p>Focuses on the states and properties of matter, atomic structure, chemical reactions, solutions, acids and bases, and periodicity. The course utilizes a hands-on approach to help students come to understand key physical concepts, which make sense of everyday phenomena. Students will learn through a variety of instructional methods including laboratories, projects, demonstrations, and lecture, problem-solving, outside research and group interactions.</p>	<ol style="list-style-type: none"> <li>1. Analyze differences in responses to focused group discussion in an organized and systematic way.</li> <li>2. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax. Example: Evaluate a famous political speech, such as Abraham Lincoln's Gettysburg Address or John F. Kennedy's 1960 inaugural address, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.</li> <li>3. Analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</li> </ol>	<p>International Trade</p> <p>Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond U.S. borders.</p> <ol style="list-style-type: none"> <li>1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of 20th-century trade among countries in the Western Hemisphere.</li> <li>2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.</li> <li>3. Explain the changing role of international political borders and territorial sovereignty in a global economy.</li> </ol>

12 <sup>th</sup> Grade	<b>Mathematics</b>	<b>Science</b>	<b>English Language Arts</b>	<b>Social Sciences</b>
	<p>This course provides an excellent head start to many required college freshman math courses. Students use limits of infinite processes to develop differential and integral calculus and use these concepts to create mathematical models.</p>	<p>Is designed to motivate students' interest in physics as well as engage students in actively discovering the physical world. The course utilizes a hands-on approach to help students come to understand key physical concepts, which make sense of everyday phenomena. Students will learn through a variety of instructional methods including laboratories, projects, demonstrations, and lecture, problem-solving, outside research and group interactions.</p>		<ol style="list-style-type: none"> <li>1. Identify the areas of Africa from which slaves were taken and those New World areas where they were landed.</li> <li>2. Have students imagine they are a journalist whose assignment is to research and write a 500-word article about a folk religion found in Cuba, Haiti, or Brazil that has African origins. Have them identify the particular African group associated with this religion. Also have them note whether practitioners of this religion are among immigrants from Cuba, Haiti, or Brazil found in New Jersey</li> </ol>

**Richard Wright Public Charter School's proposed curriculum, resources and instructional materials are available upon request. RWPCS plans to finalize the curriculum by November 2010.**

## **RESOURCES AND INSTRUCTIONAL MATERIALS**

To support our curriculum Richard Wright Public Charter School plans to use Glencoe, Prentice-Hall and McDougal-Littell text series as supplemental resource. After researching several textbook companies for math, science, English, Spanish, social science, Latin and journalism/media arts we found that these companies have books that best align with our curriculum.

Teacher training will include an understanding of how to plan and deliver required services to students who require special education services, language acquisition and gifted and talented services.

- Strength and weakness charts for all students in the classroom to aid in the delivery of differentiated instruction.
- Curriculum based assessments to determine a student's knowledge base
- Classroom Modifications: Each classroom will have motivational, reinforcement, extension and pre-learning station wherein students will be exposed to information (i.e., skills review, vocabulary, procedure charts, manipulatives) related to the curriculum
- Cross-curricular vocabulary activities will be conducted at all grade levels
- School wide Positive Behavior Promotion Program

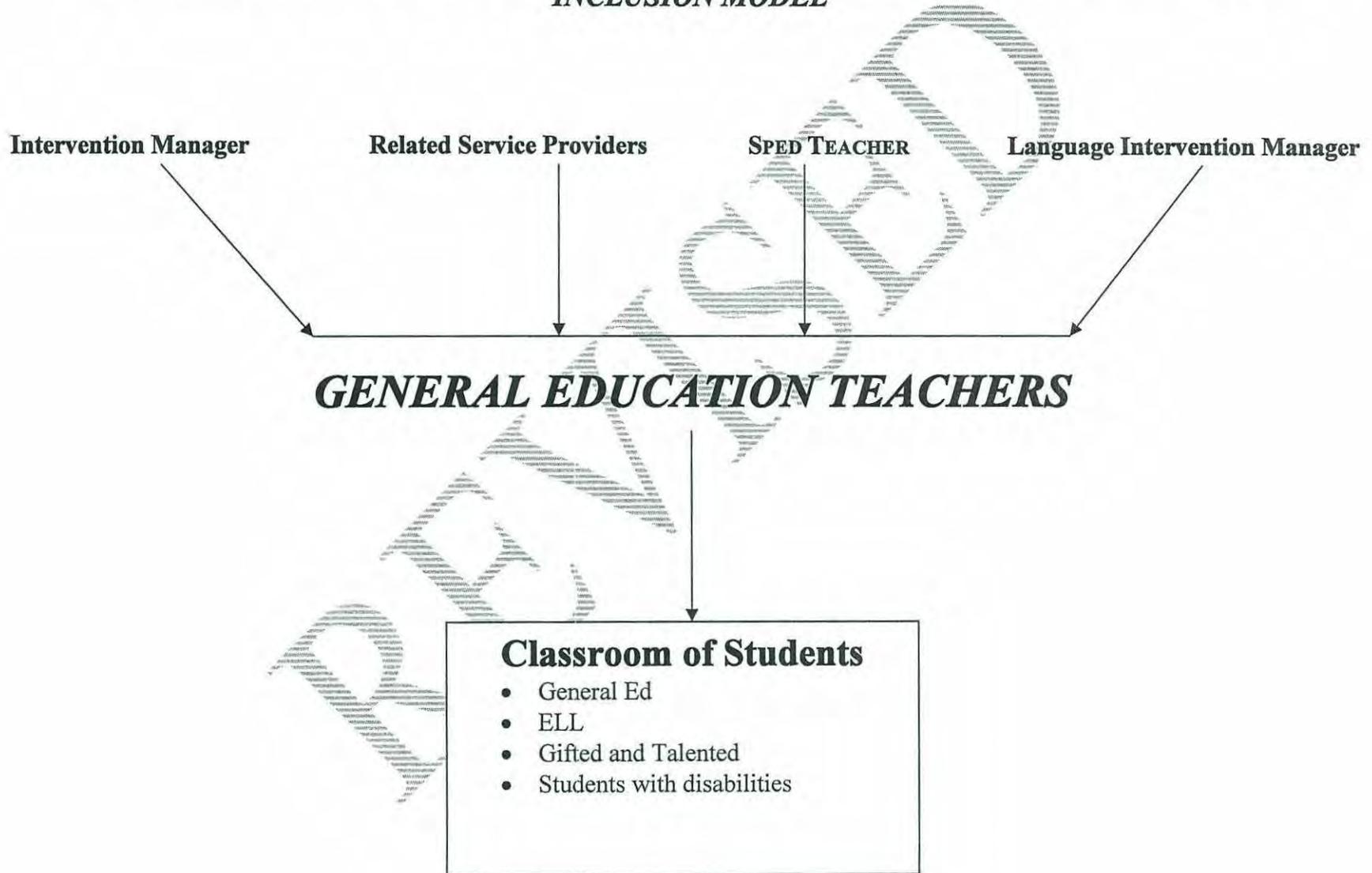
RWPCS teachers will utilize instructional materials and resources from lines such as Glencoe and Prentice Hall. They may supplement instructional materials with Docu-Readers, SMART Boards, and instructional websites such as Purple Math, Math Fact Cafe, USA Media's curriculum, and MCAS released assessment material.

## **METHODS OF INSTRUCTION**

### **Inclusion Model**

The school plans to educate students using the inclusion model. A full-time director of special education, special education teacher, and related service providers will introduce and support the inclusion model in RWPCS's first year. They will work collaboratively with regular education teachers to develop and implement instructional plans and assessments.

***RICHARD WRIGHT PUBLIC CHARTER SCHOOL FOR JOURNALISM AND MEDIA ARTS  
INCLUSION MODEL***



## **Formative and Summative Assessments**

Based upon formative assessments and a review of school records, teachers will work with students to develop academic and personal goals. Teacher observations and team review of pre- and post-assessment data will be used to determine student performance expectations in most subject areas.

All students will attend a study hall period to receive supplemental support in reaching academic and personal goals. Students will participate in cooperative learning activities, read cross-curricular information, do independent study and work on portfolio projects.

In addition to written and oral assessments, performance products will be used to assess learning and engage multiple intelligences. A school wide program will meet the transition needs of all students.

Contracted service providers will be consulted on the preparation of the unit plans to ensure that students' area(s) of weakness are being addressed in the classroom. For example, a certified speech and language specialist would work with a teacher (where appropriate) to ensure that students are given an opportunity to respond to learning using verbal, non-verbal, independent and choral methods, and that teachers are presenting questions to students in oral, non-verbal, written, closed and open forms.

Related services and behavior modification programs will be delivered in the classroom at a station. A service provider will use the pull-out model to deliver those services that cannot be accommodated in the classroom due to the severity of the disability or intensity of services. Non-disabled students may be present when appropriate and require by response to intervention data. The pullout model will include the provision of related services in a designated space with other students who have special needs.

## **Intervention Model**

All students will be assessed using a math and reading inventory to determine a student's grade level for reading and ability to perform grade-level prerequisite math functions.

This information along with state and district testing will be used to develop an intervention and goal to assist student with skill development and mastery of learning standards.

## **Special Student Populations and Student Services**

RWPCS believes that all students can and should be judged according to high academic standards. We agree with the President Obama's Commission on Special Education that "the system must be judged by the opportunities it gives and the outcomes achieved by each child." Students with limited English proficiency and/or special needs will be included in the mainstream classroom. Special education services at RWPCS will extend far beyond compliance with all applicable statutory and regulatory requirements. As with all students, the greatest

service we can provide special student populations is to hold them to the highest reasonable academic standards.

RWPCS will administer a Home Language Survey to all students to determine English proficiency. The ESL coordinator will administer the ACCESS exam to students who are identified as English Language Learners and receive individualized support, in and outside of core academic classes. This support will address the English language proficiency.

Parents of newly-admitted students will be asked whether their children have received special education services in the past. When a parent indicates that a child has received special education services, records will be solicited and carefully examined by Director of Special Education. Parents and teachers will attend a meeting led by the Director of Special Education. During our weekly professional team development with faculty and staff we will address concerns about identified or potential special needs students when appropriate these concerns will be brought to the attention of families.

RWPCS will conduct a thorough pre-referral process that includes Response to Intervention to identify any academic and behavioral concerns as a preventive measure. The results of this information will be reported to the Head of School, Directors of Special Education, Curriculum and Instruction and Performance Management as well as families.

If interventions fail to address the area of concern, a team meeting will be held and directed by the Director of Special Education to determine next steps. During this meeting, parents and regular academic teachers will discuss the modifications to be used in the classroom. Assessments will be identified to assess the student's needs. Once these assessments have been conducted, the Team will be re-convene and determine whether or not a student is eligible for special education, and whether or not the student's parents consent to such services being provided.

Students with disabilities will be included in the mainstream classrooms. In RWPCS' first year, inclusion will be supported by our Director of Special Education and a full-time special education teacher – both certified special educators – who will work closely with regular educators to develop and implement instructional plans and assessment.

We believe it is important to build a solid framework for our special education program as a new charter school, in order to promptly and thoroughly organize our provision of services. In the future, RWPCS will hire additional highly-trained special education faculty, aiming for a ratio of at least one special education teacher to every fifteen special education students. RWPCS will contract specialists in occupational therapy, physical therapy, speech and language therapy, and counseling, as needed. At least one member of the RWPCS special education and general education faculty will be trained in a structured, phonics-based reading program, such as Project Read or the Wilson Reading Program, to instruct students with severe reading deficits.

### **English Language Learners**

RWPCS will offer English as a Second Language (ESL) immersion program. The staff will be trained to work with English Language-Learners (ELL) using the Sheltered Instruction

Observation Protocol (SIOP) a nationally recognized strategy for supporting Limited English Proficient (LEP) and Non-English Proficient (NEP) learners in accessing core content. Using this instrument, content specialist teachers not trained in ESL instruction (ESL) adapt curriculum to increase comprehension and access for LEP students (Echeverria, 1999). This instructional approach will likely benefit any struggling students through its focus on previewing, adapting, and modifying strategies. The ESL coordinator will purchase materials to support LEP learners including copies of literature selections in translation.

By RWPCS' third year, the school will employ an ELL Intervention Manager as an ESL specialist to work with LEP students in pull-out environments as well as their regular classes. RWPCS anticipates that the ESL coordinator position will be facilitated on a part-time basis for the school's first two years based on DCPS' data that 15 percent of all district students have limited English proficiency. During those two years, the ESL coordinator will be responsible for classroom instruction, data collection including the Home Language Survey Collection, and administering the Test of English as a Foreign Language (TOEFL). The ESL program will develop listening/language centers that are located in the classroom and aligned with curriculum and standards, design and provide services for students in the Least Restrictive Environment (LRE), and produce multi-lingual written communications for parents. We will increase the number of ESL staff as needed to accommodate the growing student body.

### **Resources and Instructional Materials/ Methods of Instruction**

Teacher training will include an understanding of how to plan and deliver services to students who require intervention, special education, language acquisition and gifted and talented services.

Strength and weakness charts will be attached to teacher's daily lesson plans for all students to aid in the delivery of differentiated instruction. Such items would include:

- Frustration reading level
- Instructional reading level
- Independent reading level

## RWPCS Collaborative Model

Element of Collaboration	Collaboration DOES	Collaboration does NOT
<i>“maximizing resources”</i>	Feature co-teachers instructing in the same physical space. Although small groups of students may occasionally taken to a separate location for a specific purpose and limited time, co-teaching should generally take place in a single environment—separating it from the practice of regrouping for pull-out programs	Include teaching teams that plan together but then group and instruct students in separate classrooms
<i>“cultural responsiveness to students”</i>	Allow teachers to respond effectively to diverse needs of students, lower the teacher-student ratio, and expand the professional expertise that can be applied to student needs	Include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned
<i>“collaborative instruction”</i>	Mean both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present	Mean two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates. Co-teaching does not involve taking turns lecturing to the whole group
<i>“general and special educators”</i>	Involve at least 2 credentialed professionals—indicating that co-teachers are peers having equivalent credentials and thus can truly be partners in the instructional effort. The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it	Involve a teacher and a classroom volunteer or paraprofessional, many of whom have not had the professional preparation to co-teach nor is co-teaching an appropriate role expectation for them. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill responsibilities of certificated staff

### Weekly Lesson Plans:

Weekly lesson plans should be submitted to the content team leaders in advance prior to the week the plans will cover.

### Daily Lesson Plans:

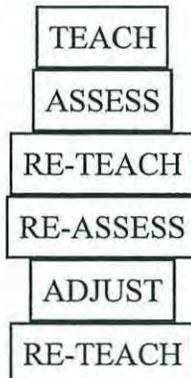
Daily lesson plans should be ready for review at any time and include the following:

- Standards
- Objective(s) aligned with the DC standards
- Drill/Warm-up exercise
- Mini-Lesson/Direct Instruction (I DO)
- Shared/Guided Practice (YOU DO)
- Student Product (Independent Practice) (WE DO)
- Summary/Assessment/Exit Ticket
- Home Assignment
- Differentiated Modification (Instructional Strategies)
- Accommodations
- Character Virtues
- Media Arts Standards

The teacher should review/reflect upon his/her daily lesson plans to determine:

1. Was the objective met?
2. Did my lesson meet the needs of the students?
3. From the assessment information, do I need to re-teach/re-assess this lesson?
4. Was the homework assignment something the students should be able to do successfully and independently?

This teacher reflection of the lesson and the outcome allows for revisions in the daily planning as the teacher . . .



### **Objective:**

A well-planned lesson starts with a well-defined objective (“What do I expect my students to know at the end of the lesson?”). A well-defined objective is clear, measurable, attainable, behavioral, and includes the condition and criteria. The objective of the lesson should be referred

to frequently during the lesson so that students are reminded of the purpose of the learning activity.

The objective should be written in student-friendly terms using the cognitive levels of Bloom's Taxonomy to ensure that all levels of thinking skills are used to challenge students to respond to situations beyond the literal sense. (Review the Bloom's Taxonomy chart in the Appendix-B)

### ***Drill/Warm-up***

Every class should begin with a 3-7 minute warm-up. The warm-up should review previous content objectives. Teachers should use the warm-up as an assessment tool and count towards a student's grade.

### ***Mini-Lesson***

#### ***"I Do, We Do, You Do"***

***Direct Instruction*** is used by the teacher to introduce new or review information. It is the teacher-centered component of the learning process. Direct instruction should not be more than 25-30 minutes of class time. New or review information should be captured, recorded and stored so that the information can be used as a reference by the student during the learning process. As direct instruction is occurring the teacher should also check for understanding through skillful questioning using Bloom's Taxonomy of various levels of cognitive thinking. Students should be challenged to respond to literal questions (lowest level of cognitive thinking) to evaluative questions (highest level of cognitive thinking). (Review the Bloom's Taxonomy chart in the Appendix-A.) This is the ***"I Do"*** piece of the learning process.

***Shared/Guided Practice*** allows all students to practice new or review information presented during direct instruction under the direct supervision of the teacher. Students should be expected to "practice" what was introduced in the direct lesson in either student-centered group activities/project-based assignments. During this ***"We Do"*** process, the teacher should assess, monitor, and correct with skillful feedback to reinforce key concepts and to ensure the accuracy of new skills and information.

### ***Character Virtues***

Department Heads will be required to prepare lesson plans to address the ten character virtues. Worksheets, discussions, diagrams and written reflections will be explored. These lessons will be delivered during the warm ups, motivational and closing activities.

Students will be expected to participate in reflective activities that use the core values as a framework to address individual and community events.

***Differentiated Instruction*** allow all students to employ one or more of the multiple intelligences/learning styles model to demonstrate their understanding of the learning standards that were presented during instruction on a given task(s) Teachers will utilize one or more of the multiple intelligences/learning styles model daily to meet and to assess the needs of our students.

**Student Product** is that part of the learning process in which each student demonstrates his/her understanding of the new or review information introduced during *direct instruction* and demonstrated during *shared/guided practice*. Before beginning the activity, the teacher should give the students clear instructions and expectations.

In the interactive student-centered learning environment, *independent practice* means that the student demonstrates understanding and mastery of the material presented independent of the teacher's direct involvement of the learning process. Therefore, *activity/independent practice* could have students working in a learning group that must produce evidence of understanding at the end of class period.

During the activity/independent practice teachers should circulate throughout the classroom to ensure that students are on, task, quiet, and are producing high-quality work. This is also the time when teachers can conference with students or provide small group instruction to students facing the same challenges in mastering the presented new or review information.

**Assessment/Exit Ticket** is the tool teachers use to gather data on their students to determine whether:

- the objective of the lesson was accomplished
- the student mastered the presented information
- the lesson needs to be re-taught
- students need one-on-one instruction or small group support

Teachers should collect data or assess students daily in order to track the academic progress of each student. Assessment data should be monitored by the teacher so that each student gets the necessary help and support he/she needs to master the learning standards and objectives outlined by RWPCS and aligned with DCPS and identified in the Richard Wright Public Charter School's scope and sequence documents.

**Summary** should be used to determine if the objective was obtained by the student during the instructional period. The information gathered at this time should guide the teacher in determining if the lesson needs to be revised or if the next step in the skill set can be presented.

**Homework** is an integral part of the learning process in our educational program. All students should have homework assignments in the core subject areas (language arts, mathematics, science, and social studies) daily and on weekends. Homework should be meaningful, purposeful, and work that students can do independently. Homework should provide an opportunity to reinforce skills and to supplement the curriculum. When home assignments are given, generally they should not exceed 1.5 hours total. Homework can be a follow-up of the warm-up exercise, review work generated from a previous lesson, or practice a skill needed as a foundation for a new skill.

The suggested daily allotments of time for homework and study are:	
Eighth	90 minutes
Ninth	90 minutes
Tenth	120 minutes
Eleventh	150 minutes
Twelfth	150 minutes

Students should use their agenda book to record homework assignments.

**Accommodations** are strategies used to assist the challenged learner in mastering the skills presented thus allowing that student the opportunity to be exposed to grade-level material. Accommodations do not alter the substance of the curriculum but rather adjust the structures and delivery methods of the material so that the student can be engaged in the grade-level curriculum standards and objectives.

***Richard Wright Public Charter School's Grading System***

Progress reports and report cards will display one grade for each core subject area. All grades are based on a 0 to 100 percent scale. Grades for every course will be calculated according to the following percentages:

<b><u>GRADING SYSTEM</u></b>	<p><b>40% ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Midterm – 10%</li> <li>• Tests, Projects, Essays - 90%</li> </ul> <p><b>25% QUIZZES</b></p> <p><b>25% CLASSWORK</b></p> <p><b>10% HOMEWORK</b></p>
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Grades from each academic quarter account for 22.5 percent of the comprehensive year-end grade. The final exam and community service each count for 5 percent of the final grade.

The grading scale is as follows:

Percentage	Letter Grade
Above 100	A+
96--100	A
95	A-
93--94	B+
90--92	B
87--89	B-
83--86	C+
79--83	C

<b>77--79</b>	<b>C-</b>
<b>76</b>	<b>D+</b>
<b>75</b>	<b>D</b>
<b>72--74</b>	<b>D-</b>
<b>Below—72</b>	<b>F</b>

## **STUDENT PERFORMANCE**

### **STUDENT PROGRESS AND ACHIEVEMENT**

RWPCS will assess all students' mathematics and reading skills by administering the District of Columbia Comprehensive Assessment System (DC CAS) to measure the performance of the school in conjunction with meeting Adequate Yearly Progress (AYP) standards under the federal No Child Left Behind law; District of Columbia Benchmark Assessment System (DC BAS) for midterm examinations; the Scantron Performance Test Series for semester and final exams; and the Princeton Review. The Princeton Review will be aligned to the Massachusetts Comprehensive Assessment System (MCAS) Released Items, which the DC CAS reflects. The Scantron Performance Test Series will be used to identify student weaknesses, track gains and measure student progress. All incoming eighth- and ninth-grade students will take the Scantron Performance Test Series to obtain baseline data.

School wide assessment data will be used annually to analyze and monitor academic growth. Substantial disparities in core academic achievement may result in changes in the curriculum, schedule, school staffing or availability of support services.

All high school students will take the PSAT and SAT. Senior high school students will take Advanced Placement exams in up to four subjects. Administrators and faculty will be examine results to determine areas of curricular strength and weakness

Our Powerschool online data collection system will allow us to provide students and families with weekly updates for each class, assignment-by-assignment. Parent-teacher conferences will be held quarterly. Teachers will be encouraged to contact parents on a regular basis and document interactions. Student performance will be given to parents in online weekly progress reports.

A rigorous program of assessment is an essential component of effective instruction. Teachers will frequently administer informal, formative assessments. These assessments will measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but will serve an essential role in communicating a student's deficits and growth to the student, parents, and teachers.

RWPCS 12<sup>th</sup> graders are required to design a Senior Journalism/Media Arts Exhibition Project for graduation which coincides with our mission.

A rigorous program of assessment is an essential component of effective instruction. Teachers will frequently administer informal, formative assessments. These assessments will measure

progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but will serve an essential role in communicating a student's deficits and growth to the student, parents, and teachers.

## GATEWAY MEASURES

RWPCS students must complete a gateway requirement for each of the competencies plus a Senior Year Journalism/Media Arts Exhibition in order to fulfill general education requirements.

Below is a listing of those gateway requirements (courses and credit information) that will fulfill basic general education competency requirements.

### RWPCS GRADUATION REQUIREMENTS

# of Credits Required	Grades 9-12 Courses (for graduation requirements)	
4	<b>ENGLISH</b> (1 credit each, unless noted .5 credit)	
	English I English II English III English IV AP English	<b><u>English as a Second Language (ESL)*</u></b> Oral Language Development English Literacy Development ESL I ESL II: Reading & Writing in Social Studies (.5 cr.) ESL II: Reading & Writing in Science (.5 cr.) ESL III: Reading & Writing - Advanced (.5 cr.) ESL III: Reading & Writing – Transitional (.5 cr.) ESL IV
4	<b>Math</b> (1 credit each, unless noted .5 credit)	
	Pre-Algebra Algebra I Honors Algebra Geometry / Algebra II Honors Geometry Pre-Calculus Calculus AP Calculus	
4	<b>Science</b> (1 credit each, unless noted .5 credit)	
	Environmental Science Earth Science Biology Chemistry Physics AP Chemistry AP Biology	
4	<b>History</b> (1 credit each, unless noted .5 credit)	

	American Government U.S. History Economics AP U.S. History AP American Government	
3	<b>Foreign Language</b> (1 credit each, unless noted .5 credit)	
	Spanish I Spanish II Spanish III	Latin I Latin II Latin III (Elective Options) Latin IV (Elective Options)
3	<b>Media Arts</b> (1 credit each, unless noted .5 credit)	
	Visual Arts II Journalism Graphic Arts Speech and Communications	
1	<b>Internship</b> (noted .25)	
	Internship I Internship II Internship III Internship IV	
1.5	<b>Health/P.E</b>	
1	<b>Electives</b> (noted .25 credit)	
	Contemporary Issues Debate Writer's Choice	
1	<b>Senior Project &amp; 100 Hours of Community Service</b>	
26.50	<b>Total Credits Needed to Graduate</b>	

\* ESL Students are tested at the beginning and at the end of each year using the ACCESS test and may exit the ESL Program at the end of each year. They can transition to the regular English content track and start with English I, English II, English III or English IV depending on their English language skills. They are NOT required to take all four English content classes prior to graduation. They must take the Test of English as a Foreign Language (TOEFL) to gain admission to college.

#### Grade 8 Courses (for 9<sup>th</sup> grade promotion requirements)

Language Arts  
Pre-Algebra  
Algebra  
Environmental Science  
Latin I  
Physical Education/Health  
Visual Arts I  
Washington, D.C. History/Geography

## Promotional Guidelines

### High School Promotion Guidelines

#### *Eighth-Grade Students*

For promotion to ninth grade, a student must:

- Earn at least 72 percent in seven out of eight courses

Students who fail English or mathematics will not be promoted to the next grade level.

#### *Ninth Grade Students*

For promotion to tenth grade, a student must:

- Earn at least 72 percent in all core subject courses (English, Latin, mathematics, history and science)
- Earn at least six credits

Students who fail English or mathematics will not be promoted to the next grade level.

#### *Tenth Grade Students*

For promotion to eleventh grade, a student must:

- Earn at least 72 percent in all core subject courses (English, Latin, mathematics, history and science)
- Earn credit in Journalism
- Earn at least 13 credits total
- Complete internship

Students who fail English or mathematics will not be promoted to the next grade level.

#### *Eleventh Grade Students*

For promotion to twelfth grade, a student must:

- Earn at least 72 percent in all core subject courses (English, Latin, mathematics, history and science)
- Earn credit in Media Arts
- Earned at least 20 credits total
- Complete internship

Students who fail English or mathematics will not be promoted to the next grade level.

#### *Twelfth Grade Students*

For graduation, a student must

- Successfully complete all courses
- Fulfill all community service requirements
- Earn at least 72 percent on the Senior Journalism/Media Arts Exhibition Project.

Students who fail English or mathematics will not be promoted to the next grade level.

Students who do not complete graduation requirements on time will not be eligible to participate in the June commencement ceremony.

The Senior Journalism/Media Arts Exhibition Project may include:

- 1. Video interviews: 15-minute interview with someone related to RWPCS partnering organization or extracurricular activity.**
- 2. Written research: research-based product that includes a video presentation.**
- 3. Personal development: two references that provide evidence of personal growth, development and commitment to upholding the Character Virtues References must come from a RWPCS staff member and someone related to RWPCS partnering organization or extracurricular activity.**

**The Head of School has final authority on all promotion or grade retention decisions.**

#### *Notes and definitions*

- A student who is not promoted may be permitted to take courses in the subsequent grade if he or she has completed the appropriate course work. For example, a 9th grade student who is not promoted may take Algebra II after successful completion of Algebra I.
- A student who must repeat a grade is required to retake the entire sequence of courses, regardless of the performance in each course.
- In all cases, the requirements outlined for promotion must be met before the start of the next school year. Courses can be retaken during summer school.
- In some cases, a transfer student RWPCS may be required to complete previous grade-level requirements (particularly in media arts) during his/her first year. This may require an extended-day or extended-year commitment.

### **LEADING INDICATORS**

#### **Retention of Students**

**Failing grades are equivalent to below 72 percent. All students who fail two classes must attend summer school; those who fail more than two classes will be retained. Grades 9-12 will be mandated to participate in the credit recovery program.**

#### **Student Attendance**

RWPCS uses three building blocks for student success: attendance, sense of belonging and achievement. Attendance is vital to our mission and goals.

Attendance is high when students are engaged and they have positive relationships with school personnel in a safe and welcome climate with accessible resources.

RWPCS will expect a daily attendance rate of 94 percent. Attendance policies will be detailed in the RWPCS Family Handbook. Please refer to the RWPCS Family Handbook, Appendix A.

The Dean of Students will track and report attendance trends to the Head of School and Student Support Team. Parents will be notified daily by phone about absences and tardiness. The Dean of Students will design corrective action plans for students with excessive absences and tardiness, referring extreme cases to the Head of School and DCPS Truancy Office.

### **Incentives for Students**

Students who have an attendance rate of 94% or above will be eligible to receive: gift cards, invitation for exclusive field work experiences, professional dress down days, and public acknowledgements at school awards ceremonies and participation in student merit program.

### **Re-enrollment**

Parents of current students will feel confident in a safe learning environment with demonstrated success and more inclined to allow their child to remain at RWPCS through 12<sup>th</sup> grade. We will provide other incentives for parents of current and potential students, such as offering uniform gift cards for applications submitted by a certain date.

Re-enrollment for current students will be held in February. The deadline will be the day prior to the RWPCS lottery. Returning students who miss the deadline will be allowed to re-enroll as space permits.

## **SUPPORT OF LEARNING**

### **PARENT INVOLVEMENT**

RWPCS will stress the importance of communication and family involvement for students' overall success through Open House recruitment sessions, information sessions, and new student orientation. RWPCS will continually reinforce our mission, philosophy, goals, expectations and efforts to successfully meet Adequate Yearly Progress (AYP). We will guarantee and ensure that RWPCS teachers are highly-qualified according to No Child Left Behind Act (NCLB) requirements. RWPCS staff will be highly visible and vocal in informing parents of student achievements. In turn, we want parents to hold us accountable for student success.

RWPCS envisions a partnership between parents and school staff, "teamwork" that allows for mutual respect and connection. Teachers will be expected to contact parents regularly by phone or email about student progress or needed interventions. RWPCS teachers are expected to make weekly phone calls and record interactions in a log.

Information for parents will be delivered through the regular mail, email, and by students. Copies will be available in the main office. RWPCS will use **Powerschool**, an online data system, for all communications and academic progress reporting.

The atmosphere for parent-teacher conferences will be inviting and relaxed. In addition, we will conduct family listening forums monthly. The Head of School, Director of Curriculum and Instruction and other staff will discuss strategies for parental involvement in the context of short- and long-term RWPCS goals and expectations. Parents will have an opportunity to question and engage administrators and staff.

### **Other strategies for facilitating Parental Support and Involvement are as follows:**

- **Parent College**

- **Parent Handbook**
- **PTA Council**
- **Parent Recruitment Volunteers**
- **Parent Contract**
- **Student Contract**
- **Student Handbook**
- **Sign Language Class**
- **Fitness Classes**
- **Family Listening Forums**

## **COMMUNITY PARTICIPATION**

RWPCS will also partner with community organizations that provide services such as continuing education, health and wellness information, job training and public utility assistance, to help parents address issues that may be interfering with a child's success. Partnering organizations will be invited to attend the monthly forums.

RWPCS plans to foster relationships with Ward 7 leaders and residents as well. We hope to offer an evening continuing education program at the school for the community at large. Our Student Educational Services (SES) will also support local academic programs that relate to our school and mission.

Parent surveys will be administered throughout the year to assess and collect data. Survey results will be included in our annual report.

We have begun outreach efforts with local colleges, universities, businesses and professional organizations to ensure that our students will be college and career-ready. The list includes the following:

ABC News  
 Andrews Federal Credit Union  
 Baltimore Community Times  
 Bank of America  
 BET  
 East Friendship Baptist Church

Howard University  
 Hurston/Wright Foundation  
 Morgan State University  
 State Farm  
 Washington Association of Black Journalists

The above agencies identified for outreach will respectively conduct journalism, media, financial literacy, and wellness workshops; community service opportunity and workshops for staff, students and parents. Additionally, they will offer tutoring, foster partnerships for field work and fellowships, and facilitate parent education and training. The expected outcomes of these partnerships are increased student attendance, academic success, heightened sense of community; improved parent participation and communication and enhanced self concept.

## **SCHOOL ORGANIZATION AND CULTURE**

### **Non-Instructional Learning Environment**

At Richard Wright Public Charter School (RWPCS): to educate every student regardless of race, color, creed or gender. In order to carry out our design, we will seal our school enrollment at 550 students to maintain a small classroom setting. Students will also work on topics both in and outside of the boundaries of the normal school surroundings. Research reveals that innovative approaches to school culture and organization can greatly increase student efforts and teacher effectiveness.

As a new school, we believe that positive school and organizational culture will help build partnerships with community leaders and organizations. We also believe that organizational culture connects attitudes, experiences and beliefs, and that past experiences can positively and negatively affect organizations.

In an effort to incorporate a successful marriage between organization and culture, RWPCS believes that modeling a successful learning community is vital to longevity. This learning community will produce several benefits to students, faculty and staff by increasing academic achievement, improved retention rates, and increased self-motivation. The community will also claim gains while promoting Character Virtues and setting a tone for excellent instruction.

Each day will begin with Family Matters, a morning assembly where the Head of School and staff welcome students and prepare for the school day. We envision it as a time that engages students for an academically-enriching day. The Head of School believes that this will emerge as another method for improving the quality of the student's overall experience. This hands-on and interactive presentation will provide an introduction to school culture and extend the pride of being a RWPCS student. We expect that students will continue their day feeling more connected to their peers and the adults in the school.

### **Instructional Learning Environment**

A RWPCS learning community will provide students with opportunities for deeper understanding and integration of the subject matter. We will incorporate more "student to student" and "students to teacher" interactions with teachers viewed as fellow participants in the learning experience.

Each teacher is expected to maintain a neat, brightly-decorated, student-centered learning environment. Teachers who share a classroom will divide the space in way that each subject area is represented.

#### Classroom Management

##### *Routines*

Students are clear about class start times, transitions, requesting help and materials, "working noise," raising hands, seating, leaving the room. Teachers take advantage of all available time to reinforce learning experiences (i.e., mental math problems while lining up).

### *Attention-Redirection-Discipline*

There is evidence that expectation-setting has occurred and been reinforced. Students are taught to take responsibility for their actions. Teachers use a range of attention-getting strategies effectively to gain, maintain, and regain students' attention. Disruptive behavior is quickly and effectively addressed. Teachers use logical consequences and the Character Virtues to help students build good academic and social habits. Teachers' are positive, caring and firm with their affect, language and tone. Teachers use accommodations to maximize student engagement (i.e., clipboard, headphones)

### *Space*

Relevant student work is neatly and brightly displayed. Classroom is warm and well-organized. Seating arrangement is flexible and conducive to learning objectives.

### Motivation/ Expectations

#### *Students*

- Teachers reinforce RWPCS mission and philosophy.
- Clear and high expectations are consistently demonstrated and upheld.
- Teachers communicate explicitly or implicitly, "What we're doing is important. You can do it. I won't give up on you."
- Teachers demonstrate knowledge of individual students' strengths, weaknesses, and interests.

#### *Parents*

- Teachers foster strong, collaborative relationship with parents.
- Teachers give parents clear, succinct expectations for student learning and behavior.
- Teachers promptly update parents about student successes and challenges.
- Teachers inform parents about classroom activities through weekly newsletter
- Teachers educate parents about ways to reinforce learning at home.
- Teachers compose progress reports that are clear, concise and easy to comprehend.

The classroom learning environment should include the following:

### Physical Environment

- Thoughtful/flexible arrangement of student desks (i.e., allow space for students to maneuver with backpacks)
- Listening center/conference Area (i.e., used for peer conferences and conflict resolution)
- Teachers' desks should not be the focus of the room

### *Classroom Library/Technology Center*

- Student-friendly, genre-specific arrangement of books
- Books and websites that link to weekly lessons
- High school brochures/service organization directory

### *Bulletin Boards/Walls*

- "Welcome, Students" message

- Class schedule
- Monthly schedule of homework assignments, project due dates and special events
- School calendar with special events
- Objectives, agenda, warm-up assignment posted in the same area daily
- Universal heading for written and typed assignments
- Seating chart
- School and class rules
- Homework board with assignments posted and available for pick-up
- Math wall that includes five-step problem-solving model posted
- Word wall with interdisciplinary and commonly misspelled words posted
- Reading and writing target board with work samples posted
- Rubrics
- “Talking walls” (in hallways) with students’ work on display. Frequently changed to reflect new concepts.
- Format for boards should include title, standard and rubrics
- Designated area for student portfolios
- Fire drill procedure posted in all classrooms

<b>VISUAL AIDS</b>			
<p><b><u>Math</u></b>            Number Lines            Equations            Mathematicians            Word Wall            Steps to Model            Problem Solving            Target Board            Formulas            Graphs            Classroom Library</p>	<p><b><u>English/Writing</u></b>            The Writing Process            Styles of Writing            Editing Checklist            Poetry vs. Prose            Writers/Poets            Samples of Different Genres            Word Wall            Dictionaries            Classroom Library            Target Board</p>	<p><b><u>Science</u></b>            Life Cycles            Periodic Table            Formulas            Scientific Method            Landforms            Charts/Graphs            Scientists            Photosynthesis            Word Wall            Classroom Library</p>	<p><b><u>History</u></b>            Maps (US/World)            Current Events            Timelines            Charts/Graphs            USA Presidents            Branches of the US            Government            Civics/Bills/Laws            Declaration of Independence            Constitution            Word Wall            Classroom Library</p>

School Supplies List

Supply lists should specify the items needed for class daily and those needed to complete homework assignments and projects. Lists should be submitted to the administration for approval by Friday, Aug. 12, 2011.

## **Extracurricular Activities**

We are working to design writers' workshops with The Hurston-Wright Foundation, a national resource center for African American literature, and researching partnerships with information technology groups, and local print, broadcast and online outlets.

We plan to organize a student council and offer extracurricular activities related to different facets of the media, such as photojournalism, music and telecommunications.

Our event space is not feasible at this time for an on-campus athletics program but we plan to partner with the DC Department of Parks and Recreation to give students an opportunity to participate in organized sports. Another option would be to allow students to participate in another charter school's athletics program. It is our goal by year three to have a fully functioning and self-supporting athletics program.

## **Safety, Order, and Student Discipline**

RWPCS will establish and expect an environment conducive for safe, orderly working instruction and learning for all. The RWPCS Character Virtues will hold all personnel and students accountable for the expected and mandated culture. There will be protocols and procedures in place to ensure mental, emotional and physical stability for all.

### **Discipline**

RWPCS seeks to ensure that students will remain active in the learning process without interruption. The Head of School and management team will enforce a three-tiered model for disciplinary infractions.

Parents will be notified when students choose to disrupt the educational environment or threaten the safety of any member of the educational community. The student will then receive counseling, due process and assigned appropriate consequences. Repeated or major infractions may result in a conference with the parent, referrals to the Dean of Students or Head of School, detention, campus clean-up duty or suspension. Certain behaviors may warrant immediate expulsion.

### **Dean of Students Discipline Role**

The Dean of Students will assist the Head of School in creating the culture of RWPCS and foster the relationship between staff and students to enhance student development. It will be the duty of the Dean of Students to relay and enforce the established disciplinary protocols, and track and communicate behavior patterns to management and teachers. It will be at the discretion of the Dean of Students for Discipline Tier II and III Infractions per incident and per student. Student consistency or lack thereof with adhering to the "Character Virtues" will be utilized for decisions. The Dean of Students will also counsel all personnel on best practices for conflict resolution, peer mediation, defusing offensive behavior and restore a safe environment. The

Dean of Students will schedule parent meetings and create student behavioral agreements, and refer students to mental health or special education when appropriate.

**Disciplinary Decisions for Special Education Students**

The Dean of Students and student support team will decide disciplinary actions for special education students on a case-by-case basis according to IDEA guidelines.

**Parent Notifications**

Parents will receive notification of suspension or expulsion. In cases of suspension, parents may be asked to meet with the Dean of Students or Head of School upon the student's return. For expulsions, parents may request a hearing to appeal the decision. Expulsion hearing teams will consist of two administrators and one teacher to make final rulings.

**Discipline Infraction and Consequence Tier**

Tiers for discipline and consequences are as follows:

REMOVED

**Richard Wright Public Charter School for Media and Journalism Discipline Model**

**Level I Infractions: Teachers & Staff**

<b>INFRACTIONS</b>	<b>MANAGER</b>	<b>MINIMUM</b>	<b>MAXIMUM</b>
Arriving to class unprepared	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Unable stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Chewing gum	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Consumption of food or beverages in the classroom, computer lab, or library	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Disrupting the flow of movement through the hallway, but not a safety risk	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Failing to complete class work	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Failing to complete home work	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Frequent request to use the restroom outside of break time (not a medical reason)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Non-academic use of technology – 1st offense	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Tardy to school or class	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Use of electronic devices, cell phones, iPods, etc	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Violating the dress code (four or more moves to level II)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards

*Note: Excessive means more than four times with documented interventions. If student follows instructions, then they remain in class and a referral is sent to the Dean of Students (DOS). Teacher keeps one copy for files and provides, student with copy.*

**Level II Infractions: Dean of Students**

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Unable to stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Lying to staff/parents regarding school incidents.	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Misbehaving on the way to or from school and at school sponsored events	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Play fighting and hitting after a warning	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Refusal to comply with school wide rules	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Repeated classroom disruptions	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Repeated use of electronic devices while in classrooms or the school building	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Threatening hallway, cafeteria, or gym safety	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students
Use of profane language	Dean of Students	Parent contact, referral to Dean with documentation	Referral to Dean with documentation, demerits, detention, and/or suspension by Dean of Students

**Level III Infractions: Administrators**

<b>INFRACTIONS</b>	<b>MANAGER</b>	<b>MINIMUM</b>	<b>MAXIMUM</b>
Any gang-like behavior	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Arson	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Being in possession of or distributing illegal substances such as alcohol, tobacco, drugs, incendiary devices (on campus or in transit to school)	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Bullying or intimidating students or staff	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cheating or plagiarizing	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Committing assault or assault and battery	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cutting assigned detentions, homework center, or other school mandated functions	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cutting class or school	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Disrespecting staff or other students	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Engaging in sexual activity, sexually suggestive activity, inappropriate touching	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Fighting	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Forging signatures and paper or electronic notes	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

Illegal possession or use of firearms (including replicas)	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Interfering with RWPCS High School instruction or events	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Issuing verbal or physical threats to a student or staff member	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Stealing	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Trespassing or defacing private or public property	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Possession or use drugs without expressed written permission a medical professional	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Acts or threats of violence to faculty, staff or peers	Dean of Students/ Head of School	Parent contact, referral to Dean with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

### Professional Development for Teachers, Administrators, and Other School Staff

RWPCS expects all personnel to commit to continuing their education to show students that learning never stops. Acceptable options include internal staff-developmental classes, enrollment in non-credit courses, certification programs or degree-seeking programs. The Director of Curriculum and Instruction along with the Director of Performance Management will work with grade-level and subject leaders to assist with determining developmental needs by assessing classroom observations, same-subject and overall student data. Training directly related to our goals and mission will be given priority. Surveying staff, teachers, parents and students will also provide guidance on professional development needs as well. RWPCS will commit to internal professional development every Friday.

Six additional eight-hour professional development days will be built into the school schedule. These days will be used to review data and analysis. We will also have guest speakers and workshops to enhance instruction, professional dialogue, morale and personal wellness.

Educational journals and other literature will be available for staff and teachers with information on continuing education.

## Structure of the School Day and Year

RWPCS will be open for operations from 7 a.m. to 5:15 p.m. Management team members will arrive no later than 7:20 a.m.; teachers no later than 7:45 a.m. Students will begin the day at 7:50 a.m.

The calendar for teachers will include an additional 21 days prior to the start of the academic year for staff development and orientation on policies and procedures, technology, school culture and the Classic Boston Latin Model.

The school year will align with DC Public Schools (DCPS) for holidays. We will offer four additional professional development days for data review and analysis. We will follow a two-semester school year divided into quarters. The total academic year will include at least 190 days of instruction.

## School Bell Schedule

RWPCS weekly operations will be Monday through Friday, 7 a.m. to 5 p.m. The student schedule is displayed below.

### Monday-Thursday Schedule

RWPCS	Monday – Thursday
Breakfast	7:30 a.m.-7:50 a.m.
Family Matters	7:50 a.m.-8 a.m.
1 <sup>st</sup> Period	8:03 a.m.-9:33 a.m.
2 <sup>nd</sup> Period	9:36 a.m.-11:06 a.m.
Lunch	11:09 a.m.-11:50 a.m.
3 <sup>rd</sup> period	11:53 a.m.-1:23 p.m.
4 <sup>th</sup> Period	1:26 p.m.-2:56 p.m.
Roxie (Reflection of the Day)	3:00 p.m.-3:15 p.m.
Academic Camps	3:15 p.m.-4 p.m.
Journalism/Media Arts Enrichment	4 p.m.-5 p.m.

### Friday Schedule

RWPCS	Friday
Breakfast	7:30 a.m.-7:50 a.m.
Family Matters	7:50 a.m.-8 a.m.
1 <sup>st</sup> Period	8:03 a.m.-9:03 a.m.
2 <sup>nd</sup> Period	9:03 a.m.-10:03 a.m.
3 <sup>rd</sup> period	10:03 a.m.-11:03 a.m.
4 <sup>th</sup> Period	11:03 a.m.-12:03 p.m.
Dismissal	12:15 p.m.
Friday G.R.O.O.V.E. – Staff Dev. (Grade Review Observe Overview Verify Evaluate)	1:30 p.m.-4:30 p.m.

## Sample Calendar

### AUGUST

- 1-5 Administrative team professional development
- 8-26 Professional development
- 29 First day of school

### SEPTEMBER

- 5 Labor Day (Holiday)
- 10 Listen Forum/Back to School event
- 12 Ten-day assessment
- 23 Ten-day assessment
- 30 Early release/Parent-teacher conference

### OCTOBER

- 7 Ten-day assessment
- 8 Listen Forum
- 10 Columbus Day (Holiday)
- 24-28 DCBAS

***Note: Administrative team meetings will be held every Tuesday. G.R.O.O.V.E. staff development will be held every Friday***

After breakfast, the student body teachers and staff will gather for Family Matters, a 10-minute period about classroom and school goals, and expectations of character and behavior. Student and staff “shout-outs” will occur at this time as well.

Five subjects will be taught during the week. Each academic period will be for 1.5 hours. Students’ schedules will include English, math, social studies, a foreign language and two electives annually. Days will be scheduled “A” and “B” to designate alternating scheduled class days for students to receive instruction.

Follow with sample semester schedules:

### Sample 8<sup>th</sup> Grade Schedule

#### 1<sup>st</sup> Grade Semester

Monday - A	Tuesday -B	Wednesday-A	Thursday-B	Friday-A
Math	Math	Math	Math	Math
English	English	English	English	English
Science	PE/Health	Science	PE/Health	Science
Latin	Latin	Latin	Latin	Latin

#### 2<sup>nd</sup> Semester

Monday - A	Tuesday -B	Wednesday-A	Thursday-B	Friday-A
Math	Math	Math	Math	Math

English	English	English	English	English
Social Science	Visual arts	Social Science	Visual arts	Social Science
Latin	Latin	Latin	Latin	Latin

### Sample 9<sup>th</sup> Grade Schedule

#### 1<sup>st</sup> Semester

Monday - A	Tuesday -B	Wednesday-A	Thursday-B	Friday-A
Math	Math	Math	Math	Math
English	English	English	English	English
Social Science	Visual arts	Social Science	Visual arts	Social Science
Latin	Latin	Latin	Latin	Latin

#### 2<sup>nd</sup> Semester

Monday-A	Tuesday-B	Wednesday-A	Thursday-B	Friday-A
Math	Math	Math	Math	Math
English	English	English	English	English
Social Science	P.E.	Social Science	P.E.	Social Science
Latin	Latin	Latin	Latin	Latin

Roxie, Mississippi was the birthplace of Richard Wright. Students will use the Roxie period to reflect on the day's goals and expectations. At the end of the day, students will attend mandatory academic camps for all core subjects. Struggling students will attend Saturday Academy for supplemental instruction and review.

We will require students to participate in at least one extracurricular opportunity daily from 4 p.m. to 4:45 p.m. We believe that extracurricular activities are part of a school's culture and offer the opportunity to explore interests in areas outside of the classroom.

Snippets of poetry, literature or musical selections will signal class period changes.

## BUSINESS PLAN

### ***PLANNING AND ESTABLISHMENT***

#### **PROFILE OF FOUNDING GROUP**

Members of the founding group have worked together at other establishments with great records of success. The founding group applying for charter is keenly aware and able to facilitate the true commitment and dedication needed for educating students of Washington, D.C. The group believes that academic rigor should be offered and expected at every institution of learning.

credit recovery program. She also served as a high school site test coordinator in Maryland and Washington, D.C.

Williams received her bachelor's in elementary education from Geneva College and a master's equivalent from the State of Maryland. She holds advanced professional certification from the Maryland State Department of Education.

### ***Alisha Charles – Director of Business Operations***

As a parent, Alisha Charles, deeply appreciates school choice and small school settings, having enrolled her own child in private schools. She has worked in private and charter school operations management for 20 years. She brings a passion and wealth of experience in business and office management, human resources, fiscal reconciliation, DC government and charter compliances, advertisement, recruitment, and enrollment. Charles is a mentor to several hundred student-athletes in the metropolitan area having spent 15 years as a volunteer basketball and track coach. She served as Catholic Youth Organization director for track and field, and xxx with the DC Redwings Youth Program. Charles attended the University of Maryland, College Park and has a certificate in human resources from George Washington University. She expects to be certified in book-keeping this spring.

### ***Sadiqa Al-Salam – Director of Special Education***

Sadiqa Al-Salam has served as director of special education and special education coordinator with DC Public Charter Schools. Her expertise includes special education eligibility determination, response to intervention, education evaluations, behavior modification, milieu, inclusion and resource instruction; supervision, age specific competencies and hiring professional staff. She has served students at the elementary and secondary levels in settings ranging from public schools to hospital programs.'

Al-Salam holds a bachelor's degree from The College of the Holy Cross and a master's in education degree from George Washington University. Her study concentrations include African American Studies and Emotional and Behavioral Disabilities. She is an active member of the Council for Exceptional Children.

## **PLANNING PROCESS**

The decision to apply for a charter was based on the chronically low District of Columbia Comprehensive Assessment System (DC CAS) reading and math scores. Students showed weaknesses in comprehension, vocabulary development, brief constructed responses, measurements, geometric measurements, writing skills in mathematics.

The founding group recognized a need to develop a program to address reading/writing and math deficiencies. We designed a program focused on developing writing skills, incorporating mathematic functions and improving academic skills in reading and math. There has been a decline in students seeking degree in the fields of journalism and media arts over the past few years. Partially due to the existence of blogs, text-messaging, and email, the value of written

expression in its traditional context has deteriorated. The founding group conducted extensive research around student performance in the areas of reading and writing in the District of Columbia, Prince George's and Montgomery counties. The founder along with various members of the design team interviewed five secondary principals in Montgomery County and DC to assess the writing skill-set on high school standardized tests. Students in Montgomery County typically outscore their peers in DC schools. Armed with this information, we developed a plan to improve reading and writing skills along with developing and extending vocabulary. Richard Wright Public Charter School for Journalism and Media Arts will develop proficient writers, orators and contributors to the media arts. We will utilize a Latin focus to enhance students' writing skills and for the extension vocabulary development to improve academic performance.

The founding group is made up of seasoned educators, business professionals, parents and community partners. The founding group collectively has more than 50 years of experience working in urban environments. We have worked diligently examining research and analyzing data that supports the need for Richard Wright Public Charter School. Each member has been assigned a task in accordance to the long-term strategic plan.

The founding group of the Richard Wright Public Charter School plans to recruit additional advisors and organizers, all of whom will be asked for a two-year commitment to the school. We will continue to recruit members through an advertisement circular and our partners of Richard Wright Public Charter School. The founding group will continue to focus on creating and sustaining a strong organization by remaining abreast of new instructional strategies and continuing a strong recruiting campaign. The founding group will also continue the process of updating and developing the strategic plan.

Members of the founding group will continue to recruit clergy, business professional, and parents to become members of the RWPCS Board of Trustees. The Board will have a Recruitment Committee as well.

## **CORPORATE STRUCTURE AND NONPROFIT STATUS OF THE SCHOOL**

RWPCS has filed to become a non-profit corporation in the District of Columbia under Richard Wright Public Charter School. Post notification, we will file as a 501(c)(3) with exemptions. The Board of Trustees for the Richard Wright Public Charter School will be the legal holder of the RWPCS charter. Please find attached in addendum copies of filed documents.

## **GOVERNANCE AND MANAGEMENT**

### **BOARD OF TRUSTEES**

The founding board members have pooled their professional relationships and remain dedicated to the RWPCS mission. We have vetted and will continue to seek trustees with expertise in business, law, education, real estate, and fundraising. Prospective board members met with the founding group on Jan. 21, 2010. RWPCS has successfully enlisted seven members and seek no more than 15 for SY 2011-12. Within two months of operation, two parents will be elected as representatives to the Board of Trustees.

The Richard Wright Public Charter School Board of Trustees, in accordance with the terms of our charter, will be responsible for the supervisions and control of RWPCS. The primary roles and responsibilities of the Board of Trustees will be to provide governance to ensure that all of our school's programs and operations are legally and ethically-bound to its mission, faithful to the terms of its charter, including compliance with all statutory and regulatory requirements, and fiscally-solvent and otherwise viable.

The RWPCS Board of Trustees and Head of School will in regards to:

#### *Personnel Decisions*

The Board of Trustees establishes and oversees personnel policies and hires and evaluates the Head of School. The Head of School will assess and recommend policy changes to the Board as needed. The Head of School is responsible to ensure that all personnel policies and procedures are implemented and is responsible for the hiring and evaluation of his/her staff. The Board's only direct role in personnel decisions and procedures will be in actions related to the Head of School.

#### *Curriculum*

The Board establishes the mission and overall programmatic direction of the school, including reviewing and approving major curriculum and program planning focus, while the Head of School is responsible, in conjunction with the RWPCS management team, for developing and overseeing all specific program models, goals, curriculum, and assessment tools. The Board will monitor the school's progress in meeting the goals of its accountability plan.

#### *Budget Allocation*

The Board approves the annual budget, which the Head of School prepares with input from key staff and representatives of the Board's Finance Committee. During the year, any changes to the budget will be presented by the Head of School to the BOT Executive Committee and then discussed by the Finance Committee with the Board granting final approval. The Executive Committee meets monthly to approve and sign off on all accounts payable. The Board is responsible each month for reviewing all financial reports and ensuring that all financial policies and procedures are in place, while the Head of School is responsible for overseeing the preparation of all such reports, and implementing all fiscal policies and procedures set forth by the Board.

#### *Vendor Selection*

The Board establishes all policies and procedures for selecting vendors. Operating within those policies established by the Board, vendor selection would be at the Head of School's discretion unless it represents a new expense outside of the approved budget. All services that are put out to bid will be in accordance with state and local regulations. At least three bids will be sought. Price, service and dependability will drive the Board and administration's selection.

The Board of Trustees will employ, supervise and evaluate the Head of School, Dr. Marco Clark, who will serve as our school's chief executive officer and educational leader. His primary responsibilities will include advancing the mission of the school, program development and

overseeing all vital school operations, including overall instructional and student performance, school personnel, development, and finance management, as well as facilities. He will be the sole employee to report to the Board of Trustees. The Head of School will attend all Board meetings as an ex-officio, non-voting member and will be expected to keep the Board well-informed of the school's educational, programmatic and fiscal state. The Board of Trustees will be responsible for hiring, supervising, evaluating compensating and terminating the employment of the Head of School. The Head of School will have the full authority to hire, supervise, evaluate and make compensation decisions for all other employees within the budgetary and other guidelines set forth by the Board of Trustees and as approved in our annual budget.

The Head of School will be evaluated annually. Continuous Quality Improvement (CQI) will be the concept of the evaluative tool to measure the Head of School. The evaluation process will be data-driven and will make use of all the data sources available to enhance the evaluation process. Dr. Clark's performance will be measured against the school's accountability and strategic plans. Central to the evaluation will be school-wide achievement measures. Parents and teachers will also be surveyed to obtain satisfaction levels with RWPCS and the Head of School. Competent management of the budget and ability to communicate with diverse members of the RWPCS Board of Trustees will be factored into the evaluation as well.

### **Board Officers**

There will be four elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

**Chairperson of the Board of Trustees:** Will ensure board members actively participate in school events and functions to broker and foster relationships between board members and school personnel, parents and students. Board meetings will be open to parents.

The Chairperson of the Board of Trustees will also:

- Work with the Head of School to develop agendas for meetings;
- Preside at all meetings of the Board of Trustees, Executive Committee, and Advisory Board;
- Assist committees;
- Support annual fundraising with individual contributions, thus setting an example for other trustees;
- Ensure the Board of Trustees, Executive Committee and Advisory Board are kept informed of the conditions and operations of the school;
- Ensure that school revenues and expenditures are regularly reported to the Board;
- Develop and set priorities in conjunction with the Board of Trustees for school goals and objectives;
- Ensure that policies and programs to further school goals and objectives are planned, formulated, and presented to the Board of Trustees;
- Interpret organization bylaws, motions, policies, procedures and other such provisions subject to approval by the Board of Trustees, and assure the effective administration of school policies, procedures, and programs;

- Appoint, assign and supervise standing committees, ad hoc committee members and other leadership;
- Review and evaluate the Head of School;
- Communicate routinely with the Head of School regarding day-to-day operations of the School;
- Cultivate future leadership;
- Coordinate new trustee orientation.

**Vice Chair:** May be elected by the Board of Trustees to exercise all of the duties of the Board Chair in his or her absence. The Vice Chair shall undertake such other duties as voted by the Board of Trustees.

**Treasurer:** Is elected by the Board of Trustees and is responsible for the general financial affairs of the School and shall keep full and accurate records thereof which shall always be open to inspection by the Board Chair or other Trustees. The Treasurer shall render to the Board Chair or other Trustees whenever they require it, a statement of the accounts of transactions made as Treasurer and of the financial condition of the School.

**Secretary:** Is elected by the Board of Trustees and is responsible for the record of the proceedings of all meetings of the Members and of the Board of Trustees. The Secretary shall notify the Members and Trustees of all regular meetings in accordance with these by-laws.

### **RWPCS Board of Trustees**

#### **Dr. Rhonda Wells-Wilbon – (Board Chair)**

*(Bachelor's, Master's and Doctorate degree in Social Work)*

Dr. Wells-Wilbon is an Associate Professor and Director of the Masters in Social Work Program at Morgan State University. She has been on faculty in the Department for fourteen years and taught in the BSW MSW and Ph.D. Programs. She has taught: Social and Economic Justice, Research, Social Work Practice Methods, Black Families, Diversity and School Social Work Courses in the BSW and MSW Programs and Theory in the Ph.D. She has served as chair of the Departments Curriculum Committee; Practice Sequence; and School Social Work Concentration Sequence. She has also served as the liaison for the Morgan State University Head Start Program. She has taught in the Afro-American Studies Program at the University of Maryland at College Park and in the MSW Program at Howard University. In 2000 she was appointed by Governor Parris Glendening to serve on the State of Maryland Judith P. Hoyer Blue Ribbon Commission for the Funding of Early Child Care and Education Programs; she is a past member of the United Way of Central Maryland Success By 6 Committee; and served on the State of Maryland Child Care Advisory Council from 1997-2001. She was the Chair and Chief Instructor for the National Association of Black Social Workers National Academy for African-Centered Social Work from 2001-present. Her dissertation study looking at social learning theory, locus of control and academic achievement among inner city African American children exposed to male role model in the classroom is widely cited. Her practice and research interest include popular youth culture, spirituality, African centered healing and practice methods, and sexual abuse prevention. She has written in the areas of physical discipline; school social work; academic achievement and hip-hop culture. Dr. Wilbon brings expertise to our Social and Mental Health

Department as well as curriculum and instruction.

**Clayton Young –( Vice Chair)**

*(MBA in Business Administration/Marketing)*

Mr. Young possesses over twenty-three years of proven performance and results-oriented leadership including capabilities and achievements in the areas of leadership, people development, recruiting & selection, strategic perspective, institutional and non-institutional sales, teambuilding, budget management, performance management and customer relationship building. Mr. Young will offer his expertise with employee development, hiring, and internal and external team building. There will also be guidance for fiscal management.

**Dr. Stacie Tate - (Secretary)**

*(Doctor of Philosophy in Curriculum, Instruction and Educational Policy, Master of Education in Curriculum, Instruction and Leadership, Credential, Bachelor of Arts, English)*

Dr. Tate is currently an Assistant Professor in the School of Education Teaching and Health at American University in Washington, D.C. Her interests are literacy, urban education, multicultural education, urban teacher development, and critical research. She has experience with diverse populations having taught or consulted in Detroit, Los Angeles, Newark, New Jersey and Washington, D.C schools. Ms. Tate will offer guidance in curriculum and instruction in urban settings, with keen concentrations towards literacy.

**Germonique Ulmer – (Press Secretary)**

*(Master of Arts in Journalism & Public Affairs, Bachelor of Arts in Journalism, Telecommunications Arts )*

Ms. Ulmer is currently Director of Media Relations at the Center for Community Change in Washington, DC. She has managed the strategic direction of national organizations' public relations and media relations efforts to influence public policy, including acting as a spokesperson and advising senior staff. Established and maintained strong working relationships with local, national and international media and bloggers. Managed budgets for large media production projects. Ms. Ulmer will offer expertise and guidance to our Media Arts programming.

**Nikole Killion – (Trustee)**

*(Bachelors and Masters in Journalism)*

Nikole Killion is a correspondent for Hearst Television's Washington bureau. You can catch her reports any weekday morning. Some of her most notable stories include the to the historic election of President Barack Obama, the death of Massachusetts Sen. Ted Kennedy, the 2008 presidential campaign and the first U.S. visit of Pope Benedict XVI.

Ms. Killion joined Hearst from WJLA-TV in Washington, where she served as a general assignment reporter and substitute anchor. Before moving to the nation's capital, she worked on air at WHAG-TV in Hagerstown, Md., WKYT-TV in Lexington, Ky., and Black Entertainment Television. Ms. Killion began her broadcasting career as an assignment editor and field producer at NBC News in New York, where she covered the World Trade Center collapse on 9/11.

Ms. Killion is a member of the White House Correspondents' Association, the National

Association of Black Journalists and serves on the Board of Visitors for the Institute on Political Journalism. She is a graduate of Northwestern University's Medill School of Journalism. She has earned an Associated Press Award for Outstanding Specialty Reporting. She is an active Board member for the Washington Association of Black Journalists (WABJ). Ms. Killion will offer masterful expertise for development of the Journalism programming.

**Derwin Ross - (Trustee)**

*(Bachelor of Science)*

Mr. Ross is currently Business Development Manager Innovim, LLC in Greenbelt, MD. He has well over 10 years of experience as a business and marketing consultant diversified in the areas of, Business Development, Capture Management, Marketing, Research, and Project management. Mr. Ross will offer expertise in the overall project management.

**Millree Williams – (Trustee)**

*(Bachelor of Arts in English and a minor in Communications and Philosophy)*

Mr. Williams is a seasoned marketing and communications strategist with more than 16 years of experience as a senior-level manager of comprehensive strategic marketing and communications programs across education, public health and healthcare. A proven track record of creating and accomplishing marketing and communications goals, outreach and partnerships development, organizing and managing results-oriented marketing communications offices, and positioning organizations to identify and manage both image and market share through a wide variety of strategic, comprehensive marketing and communications tools and tactics. Currently Mr. Williams is the University of Maryland's Director of University Communications providing leadership to a team of seven professionals and coordinating media relations and development of strategic communications initiatives. Mr. Williams will assist with partnerships for marketing and media relations.

**Gregory Adams – (Trustee)**

*(Bachelor of Science in Economics and Business)*

Pastor Adams is currently an associate broker with Remax of Greater Washington. He is a former national sales manager and director for a few Fortune 500 companies and national organizations. He has formidable relationships in the Metro Area with several companies, organizations and churches. Mr. Adams will foster relationships within the DC Metropolitan community and offer expertise in the acquisition of commercial real estate and will assist with future permanent site location.

**Carla Holly - (Parent Liaison)**

Mrs. Holly is currently COO and co-founder of Colossal, Inc., a Young World television network. She has produced and assistant directed various video packages for TV-One Network to include the 2009 Presidential Inauguration, Inaugural balls, and Democratic National Convention coverage and press junkets to promote international movie premieres. She co-produced and wrote for corporate public relations video presentations including: The Songhai Center-Benin; African Americans on Wheels Magazine; Black Entertainment Television (BET); and District of Columbia public charter and private schools. She has also co-written independent films / documentary scripts. Served on the production team for Black Entertainment Television's (BET) award-winning youth program Teen Summit, assisted with talent coordination and Production

for BET Soundstage, a live-performance show and served as producer for New Urban Entertainment (a Quincy Jones network). Ms. Holly will offer expertise and assistance for the Journalism and Media Arts programming. Ms. Holly has two children who have been under the tutelage of the founding team.

**Obi Holly – (Trustee)**

*(Bachelors of Fine Arts in Mass Communication)*

As Co-creator and CEO of Colossal Inc., a multi-media production company and co-founder of the Young World Network (Urban Oriented Youth TV Network), Mr. Holly has over 20 years experience in the entertainment industry as an actor, recording artist, producer and director. As former producer at Black Entertainment Television (BET), he wrote, directed and produced numerous television pilots in the BET Special Projects and Development Division. He was the premiere producer for “Rap City” and “Rap City Tha Basement”, the world’s longest running and most popular hip hop themed show. He served a fundamental role in the creation of the Black Starz Channel for the Encore Network and developed musical concepts for BET Soundstage in Washington DC and Disney’s Pleasure Island in Orlando, Florida. He has produced numerous commercials and television promos for Emerge Magazine, Heart & Soul Magazine, BET Weekend and African Americans On Wheels.

After leaving BET, Mr. Holly began to contract with other TV local networks, to co-develop business ventures and teach media arts to youth in Washington DC high schools and youth detention facilities. Mr. Holly also teaches conflict resolution to children and parents in the DC foster care system.

**Essie Charles - (Trustee)**

Mrs. Charles is a parent of a soon to be enrolled student. She is highly visible leader in the community. She is a very avid volunteer with the Girl and Boys Scouts of America. She is a member of the “Hospitality Ministry” at New Creation In Christ Ministries Baptist Church of Washington, DC. She has served as PTA president at all of her 5 children’s schools. She will be an invaluable testament in communicating to potential families the Founding Team’s ability to collectively and successfully educate children. Currently she is Conference Coordinator with the American Association of Homes and Services for the Aging (AAHSA). Ms. Charles has two children who have been under the tutelage of the founding team.

**Christopher Fratta – (Trustee)**

*(Bachelor of Science in Business Management)*

Mr. Fratta is currently a Mortgage Loan Officer at Plains Capitol Bank. He has years of sales experience. Mr. Fratta offers expertise in the acquisition of commercial real estate and will assist with future permanent site location.

**Courtney Snowden - (Trustee)**

*(Bachelor of Arts in Political Science)*

Ms. Snowden is currently a principal at the Raben Group. She has analyzed legislation, regulations and judicial opinions regarding vouchers, tuition tax subsidies, charter schools, block grants, Title I, before- and after-school programs, civil rights, education technology, budget and appropriations, telecommunications, and juvenile justice. Ms. Snowden will offer expertise in the

areas of school entitlements and budget planning.

**Student Seat (Vacant until 2011)**

**Dr. Marco Clark – Ex-Officio Member (Non-Voting Status)**

ADVISORY COMMITTEE

**Reverend Melvin Maxwell**

**(Masters of Divinity, Leadership and Counseling, Bachelor of Science, Industrial Engineering Technology, AAS and AS in Contract Management and Social Science, Master Certificates in Contracting, Contract Law, Administration, Negotiation, Cost and Pricing, COTR Training and Performance Base Contracting Master Certificates in Contracting, Contract Law, Administration, Negotiation, Cost and Pricing, COTR Training and Performance Base Contracting. George Washington University)**

Reverend Melvin M. Maxwell served as the Assistant to the Senior Minister for Men, Children and Youth, at the 6,000-member historic Metropolitan Baptist Church, Washington, DC, under the leadership of the Senior Minister and Servant, Rev. Dr. H. Beecher Hicks Jr. He assisted with sacerdotal functions on behalf of the Senior Minister to include funerals, weddings, house blessings, and baby dedications. He developed holistic ministries that empower men, children, singles, couples, and teens to authentically seek their purpose and destiny in and for God. He stewarded over 22 ministries that impact the lives of the men and youth of Metropolitan and the surrounding community. He was one of the primary pastoral care and counseling ministers of the church. His use of the arts, technology, and multimedia resources in men and youth ministries has captured the imagination of youth and the respect of men. He also has served as Minister to Community Outreach and Evangelism. Rev. Maxwell's community ties will be invaluable to our outreach effort across the Washington, DC Metropolitan Area. He will also offer unique approaches and expertise in multimedia. Rev. Maxwell will also offer expertise with contract law and fiscal management.

**David Albritton**

**(Master of Science in Management and Bachelor of Science, General Engineering)**

Mr. Albritton brings more than 20 years experience in successfully leading, managing and executing top performing communications programs in the defense, retail, technology and not-for-profit sectors. He currently is the Vice President of Communications at ITT Corp. for Defense & Information Solutions in McLean, VA. He is responsible for transforming the communications function within the business to become a proactive, strategic and results-oriented discipline, dramatically improving internal and external communications output. He has also worked as Vice President, Field & Media Communications at the United Way Campaign of America. Mr. Albritton will offer expertise in budget management, media arts programming, and fundraising.

**BOARD OF TRUSTEES RULES AND POLICIES**

After screening and reviewing credentials of proposed Board of Trustee members, we have selected and put into effect the Board of Trustees. Upon Charter, RWPCS anticipates full development, execution and implementation of bylaws.

RWPCS Board of Trustee By-Laws is found in Appendix C. Please follow with the RWPCS Fiscal Policy and Procedures Handbook.

REMOVED

**Richard Wright Public Charter School  
Fiscal Policy and Procedures Handbook  
SY 2010**



REVIEWED

## I. GENERAL

The purpose of the General Policies is to identify the policies, protocols and procedures that form the framework for Richard Wright Public Charter School's(RWPCS) financial matters, including but not necessarily limited to responsibility and accountability for the governance, administration and management of financial operations, performance and results and regulations that ensure their accuracy and integrity.

1. The Board of Trustees is responsible for formulating financial policies, protocols and procedures, delegating appropriately the administration and management of financial policies, protocols and procedures, and governing and evaluating financial operations, activities, performance and results.
2. The Head of School has administrative responsibility for financial operations, activities, performance and results.
3. The Head of School has management responsibility for financial operations, activities, performance and results. This includes, but is not limited to, all protocols and procedures for ensuring accurate budgeting, payment of payroll, contractual obligations and invoices, financial reporting and audits systems.
4. The Director of Business Operations will maintain a personnel file for each employee, containing appropriate documents, such as the signed compensation agreement, approval of changes in compensation, an I-9 immigration form, and withholding forms for taxes, benefits, deferred compensation, and charitable contributions.
5. The Secretary of the Board will prepare accurate minutes of all meetings of the Board of Trustees with the Head of School responsible for noting items in the minutes relating to finance and take appropriate action.
6. Current job descriptions will be maintained for all employees indicating financial duties and responsibilities.
7. Financial duties and responsibilities will be separated so that no one employee has sole control over:
  - Cash receipts;
  - Disbursements;
  - Payroll;
  - Reconciliation of bank accounts;
  - Audits

8. Professional financial service providers will be established annually. Until changed these include but may not be limited to:
  - Quickbooks Online Accounting Software;
  - Paychex for payroll services;
  - Investigating DH Lloyd for general liability insurance and directors liability insurance;
  - Andrews Federal Credit Union and Bank of America for banking and investments;
  - Educational Solutions for accounting services
  - Human Resources services - TBD
9. RWPCS with approval from the Board of Trustees shall annually contract in May with an independent auditing firm for a full audit of the books, to be completed prior to the following first of November.
10. The Board of Trustees must approve changes to the financial policies, protocols and procedures prior to implementation.
11. The financial policies, protocols and procedures will be reviewed annually by the Finance Committee and approved annually by the Board of Trustees Executive Committee.

## **II. ACCOUNTING**

### **RECEIPTS**

The purpose of the receipts policies, protocols and procedures is to specify the management responsibility and methods for the intake of money, the disposition of money to the bank, and statements verifying accurate receipt of all bank deposits.

1. Documentation will be recorded and maintained for accounts receivable and collected on a timely basis.
2. The Administrative Assistant and/or Director of Business Operations opens any mail addressed to RWPCS/with or without specific addressee. The receipt of checks or cash will be recorded in the Quickbooks Online Accounting System by the Director of Business Operations.
3. The Director of Business Operations will endorse all checks by rubber stamp to read as follows:

PAY TO THE ORDER OF  
Andrews Federal Credit Union  
FOR DEPOSIT ONLY

Richard Wright PCS  
Account Number

The endorsement stamp will specify into which corporate account the deposit will be made.

4. The Director of Business Operations will make a copy of the checks being deposited and fill out the deposit slips in duplicate.
5. All deposits will be taken to the bank by the Head of School. Deposits are never submitted by mail.
6. Documentation for all receipts (a copy of check, letter, etc.) will be attached to the duplicate slip and filed chronologically.
7. Once the deposit is made, the deposit receipt will be attached to the copies of the checks.
8. All receipts will be deposited intact. No disbursements will be made from cash or check receipts prior to deposit.

#### **CASH DISBURSEMENTS**

The purpose of policies, protocols and procedures for Cash Disbursements is to specify the methods for the authorization and issuance of checks for approved expenses and the reconciliation of bank statements for RWPCS PCS.

#### **CHECK AUTHORIZATION**

All invoices will be immediately forwarded to the Head of School who will review all invoices for mathematical accuracy, validity, conformity to the budget (or other board authorization) and compliance with contract bid requirements.

- a. Prior to payment, all invoices will be approved (indicated by Initialing or signature) by the Head of School.
- b. All requests for check disbursements/bill payments will be prepared by the Director of Business Operations using a computer software package (ex. Excel, Word, etc.). The form will include the following:
  - Name of the payee and address
  - Payment amount and reason for payment
  - Signature of the Head of School as approval
  - GL & funding source coding

The documentation shall prove the legitimacy of the request and substantiate the payment.

- c. The Head of School authorizes the check request forms.
- d. The Head of School will ensure that all conditions and specifications on a contract or order have been satisfactorily fulfilled; including inventorying items received against packing slip counts. The Director of Business Operations is responsible for timely follow-up on discrepancies and payment.
- e. The Accountant shall enter the approved invoices into the accounts payable invoice module of the approved accounting software (ex. QuickBooks Pro).
- f. Authorized signers on RWPCS' accounts include the Head of School and the Chairperson of the Board.

#### **CHECKS**

- a. The Head of School and Director of Business Operations will be responsible for safeguarding all blank checks in a locked file cabinet.
- b. The Director of Business Operations will generate checks or make online payments at least once every week for approved invoices with approved check request forms.
- c. The Director of Business Operations is responsible for mailing all signed checks to the vendors.
- d. The Director of Business Operations is responsible for filing by vendor all stubs of checks with corresponding invoice documentation and completed payment request forms for future reference.
- e. All checks, including payroll checks (with the exception of direct deposit payroll items) will be signed by the Head of School and/or the Chairperson of the Board of Trustees.
- f. Signed checks which have not been mailed shall be placed by the Head of School or Director of Business Operations in a locked file until the following day.
- g. Cash disbursements shall be released at the latest acceptable time, without affecting relationships with vendors. Early payment discounts shall be taken advantage of if they result in benefit.

- h. Voided checks will have "VOID" written boldly in ink on the face and have the signature portion of the check cut out
- i. Voided checks will be entered and kept on file.
- j. If voided checks are not physically available, the organization's copy of the banks' stop-payment order will be filed with the journal entry recording the fee.
- k. In no event will:
  - o Invoices be paid unless approved by an authorized signer;
  - o Blank checks (checks without a date or payee designated) be signed in advance;
  - o Checks be made out to "cash", "bearer", "petty cash", etc.;
  - o Checks be prepared on verbal authorization, unless approved by the Head of School.
  - o Checks be utilized out of sequence.
- l. In the event that it is necessary to issue a duplicate check for checks in an amount over \$15 a stop payment will be ordered at the bank on the original.
- m. The Accountant will investigate outstanding checks over three months old in conjunction with year-end procedures. The Director of Business Operations will contact the payee to resolve the issue.

#### **BANK RECONCILIATIONS (Credit Card Accounts Included)**

- a. Bank statements will be received directly and opened by the Head of School.
- b. The Accountant will do an initial review of checks that cleared during the prior month and perform bank reconciliations within 14 days after receiving the bank statement.
- c. The Accountant and Head of School shall investigate all significant:
  - Unmatched data in cash receipts and cash disbursement journals that did not clear the banks within one month;
  - Unmatched items on bank statements judged erroneous;
  - Mismatched items in cash receipts and disbursement journal and bank statement items.

- d. The Treasurer of the Board will receive bank reconciliations and bank statements monthly for review.
- e. The Head of School shall be provided with a list of all checks outstanding over 90 days to verify the validity.

### **LOANS**

- a. It is the policy of the organization to prohibit loans to employees and board members under all circumstances.

## **III. PURCHASING**

The purpose of the Purchasing policies, protocols and procedures is to specify the methods for approving and making purchases for RWPCS PCS.

### **PURCHASES**

- a. All purchases must be approved in advance by the Head of School.
- b. The Head of School shall inform the Board of Trustees of all contracts for \$5,000 or more.
- c. The Head of School has the authority of the Board of Trustees to enter into contracts for the school that do not exceed \$5,000.00 unless it has already been approved in the budget.
- d. If the contract exceeds \$5,000, the Head of School shall inform the Executive Committee of the Board before the contract is signed.

### **PURCHASES OVER \$25,000**

Contracts such as purchase orders, ordering agreements, month-to-month agreements, and any other agreements acquiring goods and/or services from a single vendor at a cost of \$25,000 or more over the fiscal year must be submitted for review and approval by the Public Charter School Board (PCSB).

Purchases of \$25,000 or more will be required to undergo a competitive bid procedure with the exception of those listed below.  
**Note:** While the contracts below do not have to be bid competitively, they still must be submitted to the PCSB for review.

Contracts for lease or purchase of real property (Note: This does not include rental or purchase of building equipment.)

Management contracts submitted as part of the original charter application (All other management contracts are subject to bidding requirements.)

Food service contracts entered into with a School Food Authority (e.g. another charter school)

- Renewal contracts
- Curriculum models
- Loan agreements

- b. Any exception not subject to the bid and review requirements must be justified. (Deliberate breakdown of contracts to stay below the \$25,000 threshold is *not* permitted.)
- c. All bid requests will contain clear specifications and will not contain features, which unduly restrict competition.
- d. All bids must be noticed in the DC Register and newspapers of general circulation (e.g. Washington Post and/or Washington Times) not less than 7 days prior to the award of any contract with a value of \$25,000. Solicit competitive bids, either directly in the ad or by reference to a full Request for Proposals.

DC Register	Washington Post	Washington Times
<b>DC Office of Documents and Administrative Issuances</b> 441 4 <sup>th</sup> Street NW, Room 520 Washington, D.C. 20001 (202) 727-5090  <b>Deadline: Thursday at noon for next week's issue</b>	<b>Classified Dept.</b> Attn. Mail Ads Desk 1150 15 <sup>th</sup> St. NW Washington, D.C. 20071 (202) 334-6000	Classified Dept. – Official Notices (202) 636-3100 Fax notice to (202) 636-3069 Prepayment required (will give estimate after receiving fax)

- e. Note the following process for bidding exemption emergencies which is defined by the PCSB as an unexpected situation requiring prompt action, involving circumstances that will severely impact the operation of the school. *Poor planning is not grounds for an emergency waiver:*
  - The request for bid waivers must be submitted in writing to the PCSB. The request must state why the contract is considered an emergency, what efforts were made to avoid the emergency, and the likely impact if the waiver is not granted.

- Even if a waiver of the bidding requirement is granted, the contract must still be submitted to the PCSB for procurement clearance.
- f. The contract must be reviewed by an attorney prior to submission to the PCSB to ensure that terms are fair and reasonable.
- g. The contract package must be sent to the PCSB within 3 days of the school choosing a contractor, before the contract is finalized. The package should contain:
- A copy of the unsigned contract;
  - Copies of all proposals submitted from bidders, if applicable;
  - Proof that the solicitation was advertised in the DC Register and newspaper(s) of general circulation, if applicable;
  - A Letter of Determination and Findings justifying the contract award. This letter should include:
    - A brief statement of why the good or service is needed by RWPCS PCS.
    - An estimate of the reasonable cost for the good or service being procured
    - The process used to make the award, including dates and places of public notices, number of bids received, criteria used to judge the bids, persons involved in the evaluation, and date of award
    - A brief explanation of the reasons for deciding on the winning vendor, including price, duties, quality, experience, and other germane factors.
    - A determination that the price is reasonable
    - Evidence that a lawyer reviewed and approved the final contract.
    - Have the chief fiduciary officer certify that there is sufficient funding available for the school to perform the contract; and that performance of the proposed contract will not have an adverse impact on the school.
    - Have the Chairperson of the board, and/or Head of School, certify that:
      - The above information is correct and complete
      - The board approves of the contract
      - There are no undisclosed businesses or personal relationships between the parties. Such relationships must be disclosed but do not necessarily bar approval of the contract.

**Guidelines for Specific Types of Contracts:**

- Loan Agreements – Submit agreement for review if the interest and fees will amount to \$25, 000 or more in any fiscal year and/or if the loan term exceeds the charter term. Agreements must include information on the total loan amount, the interest rate, applicable fees, pre-payment penalties, conditions of default, and financial and reporting covenants.
- Real Estate – Provide information on the monthly or annual rent, as well as cost per square foot. Provide evidence that the price is reasonable in comparison with other rates in the same neighborhood.
- Food Service – Include the cost per meal, whether breakfast and/or snacks are included, the estimated number of students to be served, the process for notifying the provider of the desired number of meals, and the frequency of payment.

**Effective Contract Date**

- Contracts become effective 10 days after submission of a complete package to the PCSB, unless the PCSB determines before that time that the contract did not meet the legal requirements or endangers the fiscal viability of the school.
  - Send unsigned contracts to the PCSB staff in order to give them time to make their determination. If a signed contract is submitted, it must include a provision acknowledging the PCSB’s right to declare it null and void within 10 days of receipt. It is the responsibility of the school to inform vendors that the contract is not effective without the PCSB’s review.
- h. The Head of School will be responsible to ensure that all conditions and specifications of an approved contract, bid, or order have been satisfactorily fulfilled and will be responsible for timely follow-up of these purchases.

**IV. PAYROLL**

The purpose of Payroll policies, protocols and procedures is to specify the responsibilities for completing and authorizing accurate time sheets, the payroll processes, including the issuance of employee checks in accord with benefits as well as the payment of relevant taxes.

**1. TIME SHEETS**

**Hourly Employees**

- a. Each hourly employee will be responsible for completing a time sheet on a bi-weekly basis.
- b. Completed time sheets will be dated and signed by the employee and will be submitted to the Director of Business Operations at the end of the last working day of each pay period.
- c. No payroll checks will be issued without a completed time sheet.
- d. No payroll checks will be disbursed until pay date.
- e. Incomplete time sheets will be returned to the employee for correction.
- f. The Head of School and Director of Business Operations will verify the accuracy of the time sheets.
- g. All employees, hourly or salary, will be paid every other Friday and deductions are itemized on each paycheck.

## **2. BI-WEEKLY PAYROLL**

- a. Paychex processes payroll and sends the reports to the Head of School.
- b. The Head of School will review the payroll checks before they are distributed.
- c. The Administrative Assistant will distribute the payroll checks to the employees. Checks will not be issued to any person other than the employee without written authorization from the employee.
- d. The Director of Business Operations is responsible for entering payroll information from the payroll reports into the accounting system.

## **3. PAYROLL TAXES**

- a. Paychex will prepare and transmit the payroll tax reports, W-2 forms, and 1099 forms.
- b. The Accountant and the Director of Business Operations will verify payroll tax payment on a monthly basis.

#### **D. BENEFITS**

1. Payroll will be prepared in accordance with the personnel policies and benefit plan.

#### **V. TRAVEL & EXPENSES**

The purpose of the policies, protocols and procedures for Travel and Expenses is to specify the protocols and methods related to submitting requests for travel and other expenses related to RWPCS.

1. Each employee will complete a Travel Request Form and submit it to the Head of School for authorization for any travel done on behalf of RWPCS.
2. The Head of School must approve employee travel and workshop expenditures prior to their occurrence.
3. Upon completion of the travel, each employee will complete an expense voucher of any traveling is done on behalf of RWPCS. Vouchers will include all expenses including credit card charges. Vouchers will reflect reimbursement sources other than RWPCS Public Charter School.
4. Mileage to and from residence will *not* be paid by RWPCS Public Charter School for employees.
5. The expense voucher will be submitted within 30 days for payment signed by the employee, authorized for payment by the Head of School. Exceptions shall be granted for extenuating circumstances by the Head of School.
6. Reimbursement will be based upon current travel policies. Receipts must be attached to the expense voucher for lodging, common carrier transportation, and receipts for meals.
7. Incomplete expense vouchers will be returned.
8. Employees and board members will be reimbursed for travel and other related expenses at the rate set by the Board.
9. The organization will reimburse no more than the standard mileage rate for the business use of a car as established by the IRS.

## **VI. CONSULTANTS**

The purpose of the policies, protocols and procedures for Consultants is to specify the circumstances and considerations when securing the services of individuals external to RWPCS.

1. There will be a review of internal responsibilities to accomplish the necessary services in house before contracting for them.
2. Written contracts clearly defining work to be performed, terms and conditions will be maintained for all consultant and contract services.
3. The qualifications of the consultant, reasonableness of fees and the budget parameters of RWPCS will be considered in hiring consultants.
4. The Board of Trustees will approve audit contracts regardless of the amount of the contract.
5. The previous purchasing contracts policy applies.
6. The Accountant will prepare 1099 returns for consultants at year-end.

## **VII. PURCHASE OF EQUIPMENT**

The purpose of the policies, protocols and procedures for the Purchase of Equipment is to specify the definition and the methods for equipment inventory and accounting.

1. Equipment shall be defined as all items, purchased or donated, with a unit cost of \$1,000.00 or more and a useful life of more than one year.
2. The Director of Business Operations will maintain an inventory log that shall list a:
  - Description of the item;
  - Date of purchase or acquisition;
  - Price of fair value of the item;
  - Location of the equipment in the school environment.
3. A depreciation schedule shall be prepared at least annually for the audited financial statements.

4. The Director of Business Operations will record all equipment in the accounting system. An entry must be made whenever property is disposed of or acquired.
5. Contributed equipment- It is the policy of the organization to report gifts of equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Contributions of equipment shall be recorded at fair value of the asset at the date of the donation. Fair value shall be determined by the Accountant and may be measured by quoted market prices for similar assets or replacement cost.

## **VIII. LEASES**

The purpose of the policies, protocols and procedures for Leases is to specify the methods for leasing real estate and equipment for RWPCS.

### **REAL ESTATE**

1. The Head of School will review leases prior to submission to the Board of Trustees for approval. All leases must be approved by the PCSB prior to being signed by the Board in accordance with the Procurement policy in Part IV of this document.
2. Once approved by PCSB, all leases, clearly delineating terms and conditions, will be approved by the Board of Trustees and signed by the Board Chair.
3. The Head of School will keep a copy of each lease on file.
4. The Director of Business Operations will notify the Accountant of each lease and lease specifications so that the Accountant makes proper general journal entries for each.

## **IX. INSURANCE**

The purpose of the policies, protocols and procedures is to specify the guidelines for acquiring and renewing insurance to safeguard the assets and personnel associated with RWPCS.

1. Reasonable, adequate coverage will be maintained to safeguard the assets of the corporation. Such coverage will include property and liability, worker's compensation, employee dishonesty and other insurance as required by the District of Columbia Charter School Law and the authorizing agency, District of Columbia Public Charter School Board.

2. The Head of School and the Board Chair will carefully review insurance policies before renewal.
3. The Director of Business Operations will maintain insurance policies in insurance files.
4. Insurance policies will correspond to the calendar year whenever possible.
5. The Administrative Assistant will prepare and maintain an insurance register.

#### **X. BUSINESS AND CELLULAR TELEPHONE**

The purpose of the policies and protocols addressing Telephone usage is to specify the guidelines for the appropriate use of telephones at RWPCS.

1. RWPCS employees shall use their own cell phone for any personal calls and not the telephone for RWPCS.
2. RWPCS business calls from phones outside the office should be submitted for reimbursement.
3. Cell phones used for business may be submitted for reimbursement and should not exceed \$100/month. Exceptions will be approved by the Board of Trustees.
4. Cell phone purchases will not be covered unless approved by the Board of Trustees.

#### **XI. ACCOUNTING**

The purpose of the policies, protocols and procedures for Accounting is to specify the requirements for the entry, reporting and maintenance of financial transactions.

1. RWPCS will utilize a Quickbooks Online entry system for accounting for all funds.
2. RWPCS will maintain its accounting records on the accrual basis in a manner that facilitates the preparation of audited financial statements conforming to generally accepted accounting principles.
3. Adequate documentation will be maintained to support all general entries.

4. All account coding information used for check requests/deposits, cash receipts or other accounting documents can be found on the organization's chart of accounts.
5. The Accountant shall perform an annual review of the chart of accounts and delete any unused or obsolete accounts.
6. At the end of each month, the Accountant will prepare a Statement of Financial Position and Monthly Budget versus Actual Comparison Report and a Cash Flow Projection Report will be reviewed by the Head of School and the Finance Committee and reported at the monthly meeting of the Board of Trustees.
7. The Accountant will also prepare monthly or quarterly as required a Statement of Financial Position, Monthly Budget versus Actual Comparison Report for the DC Public Charter School Board.
8. Financial Statements will be prepared in accordance with Generally Accepted Accounting Principles (GAAP) for Not-for-Profits which includes Statements of Financial Accounting Standards 116 & 117 which require specific accounting and reporting for revenue and net assets.
9. Revenues and Expenses
  - Revenues will be recognized when earned. Contributions will be recognized in accordance with SFAS #116. All other income will be recognized on the accrual basis (when earned as opposed to when received).
  - Carried-over federal or other government funds, particularly those judged as exchange contracts, as deferred revenue. These funds should not be treated like contributions.
  - Expenses will be recognized when services are incurred or goods are received.
10. Assets, Liabilities and Net Assets
  - Assets
    - The Accountant will prepare aged accounts and grants receivables outstanding on a thirty, sixty, ninety, and over-ninety day basis.
    - The Accountant will capitalize all tangible personal property costing over \$1,000/unit. Depreciation associated with fixed assets will be calculated based on its useful life using the straight-line method of depreciation.

- The Accountant/Auditor will reflect a recognized impairment of an asset when circumstances warrant. The appropriate adjustment will be made in the GL. All impairments must be reported to the Board of Trustees including a description of the impaired asset and the measurement assumptions used in determining the impairment.
- The Accountant will record expenditures for significant improvements of existing leased/owned properties at cost.
- **Liabilities**
  - The Accountant will record only valid accounts payable transactions based on documented vendor invoices or other approved documentation.
  - Vendors and suppliers will be paid as their payment terms require, taking advantage of discounts offered, as appropriate.
  - In the event that a cash flow problem exists, payments to vendors and suppliers will be made on a greatest dependency/greatest need basis.
  - The Accountant will account for salaries, wages earned, payroll taxes, professional fees, rent and insurance costs incurred, but unpaid, as a liability when entitlement to payment occurs.
  - Debt will be reflected as follows: Short-term debt is defined by PCSB as financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt is defined by PCSB as financing that is not expected to be repaid within one year.
  - The Accountant will record net assets in accordance with GAAP, in particular as defined by SFAS #117.

11. The annual tax return (Form 990) will be prepared annually. The Board of Trustees in conjunction with the Audit Committee will authorize preparation of Form 990. Form 990 will be signed by an officer of the Board.

12. Copies of Form 990 will be filed in the Head of School's and the accounting files, and a copy of the RWPCS Form 990 and Form 1023 shall be located at the front desk for public inspection and/or copying.

13. Prepaid Expenses-It is the policy of RWPCS to treat payments of expenses that have time-sensitive future benefit as prepaid expenses in the financial records and to expense them in the proper period. Payment of any expense of \$1,200 or less will not qualify as a

prepaid expense. Reconciliations of prepaid expenses will be performed by the Accountant at years end.

## **XII. INVESTMENT POLICY**

The purpose of the policies, protocols and procedures for Investing is to specify the requirements for the investment of excess cash.

- a. It is the policy of the school to invest excess cash in the following list of approved investments:
  - Savings Accounts
  - Certificates of Deposit
  - Money Market Funds
  - Treasury Securities not to exceed maturity of 12 months
- b. The decision to invest cash in approved instruments must be made by the Head of School and approval must be in writing.
- c. The organization will maintain at all times enough cash to cover expenses for at least three months prior to investing cash.

## **XII. GRANTS AND CONTRACTS**

The purpose of the policies, protocols and procedures for Grants and Contracts is to specify the responsibilities associated with maintenance and reporting of grants and contracts. Grants management consists of monitoring a grant to ensure that the criteria set by a contract or grant agreement is being met, and that activities are in compliance with the requirements of the agreement.

The Head of School will:

- Carefully review each award and contract to ensure compliance with all financial and programmatic provisions
- Review and approve all reports to funding sources;
- Submit all reports to the appropriate funding source on a timely basis.

The Head of School or Director of Business Operations will:

- Maintain originals of all grants and contracts in a file;
- Prepare and maintain on a current basis a Grant/Contract Summary form for each grant or contract awarded to RWPCS.
- Provide Accountant with all grant agreements to review for proper accounting.

The Accountant will:

- Prepare initial entries as appropriate to record each award;
- Review grant agreements to ensure proper accounting.
- Prepare financial reports to funding sources as required by the Head of School. This form shall include the:
  - Name, address, contact person, and phone number for the funding organization;
  - Time period applicable to expenditures;
  - All significant covenants (such as bonding or liability insurance requirements) and restrictions on expenditures;
  - All required financial and program report and due dates;
  - The chart of accounts line item number for the revenue deposited.

### **XIII. BUDGETS**

The purpose of the policies addressing Budgets is to specify the responsibilities for the preparation, approval and maintenance of budgets for RWPCS. Budgets for the school are set annually. The Board of Trustees will define the organization's broad goals and mission. They will also decide on annual objectives.

1. The Head of School and the Accountant will prepare the financial budget and any revisions, submitting them to the Board of Trustees one month before the meeting scheduled to approve the budget.
2. The Board of Trustees will review, evaluate and approve budgets before they are implemented.
3. The Head of School is responsible to insure that budgets are maintained on file.
4. The Board of Trustees shall approve the annual budget and proposed changes if they exceed \$ 20,000 or 20% of the line item, whichever is greater.
5. The Board will review actual versus budget performance monthly. Budget variances will be explained along with any recommendations for corrective action as required.
6. Budget variances will be explained along with any recommendations for corrective action as required. Changes and revisions to the budget during the year are made by the Head of School.
7. The Head of School in collaboration with the Treasurer of the Board will determine if the changes are material enough to warrant Board approval.
8. Budget Process

- a. Plan the scope and level of the organization's activities with sufficient funds earmarked for all goals, policies or projects approved by the Board of Trustees.
- b. Estimate sources of revenues for all entities for the appropriate time periods.
- c. Estimate the use of funds for all entities for the appropriate time periods and specify how services are to be provided and where they are applied or used.
- d. Prepare a list of all assumptions used in the budget preparation. Prepare a narrative support statement for each budget line item.
- e. Obtain approval by the Board of Trustees. The Head of School and appropriate staff will establish guidelines, priorities and assumptions for preparation of the budget. These assumptions will be communicated to all Program Managers. In addition, procedures and budgeting formats are established and a timetable is developed.
- f. Preparation and Approval of the Budget. All Program Managers, in consultation with the Head of School and other appropriate staff, will prepare their projections of revenues and expenditures for planned services, projects and programs. The Head of School and appropriate staff will develop budgets for accounts that are not overseen by a Program Manager. The staff members responsible for the budget preparation will consider historical data along with future growth plans. They will also factor in any shifts or adjustments to staffing levels along with the related fringe benefits. Once the budgets are complete and have been approved by the Head of School, they will be submitted to the Accountant for consolidation and incorporation into a total organizational budget. The Accountant will review the consolidated budgets. After any adjustments or changes in line items, the budget will be submitted to the Board of Trustees for approval. Based on monitoring efforts and events having occurred during the year, budget revisions should be initiated, reviewed and approved by the Head of School. Approved budget revisions will be communicated to the Accountant. The Accountant in collaboration with the Treasurer will determine if the changes are material enough to warrant Board approval. Once the budget is approved, it is up to the appropriate management to implement the budget plan. Monthly variance reports will be prepared and submitted to the Accountant and the Board of Trustees. Explanations of budget variances will accompany the analysis.

#### **XIV. RECORD RETENTION**

It is the policy of the organization to maintain records in accordance with laws and regulations. The record retention policy is as follows:

**a. Permanent**

1. Articles of Incorporation
2. By-Laws
3. Minutes
4. Personnel Files (including employee contracts)
5. Legal Matters
6. Contracts
7. Audit Reports
8. Correspondence with Internal Revenue Service
9. Correspondence with District of Columbia
10. Tax Filings

**b. Five Years**

11. Timesheets, Leave requests and Personnel Activity Files
12. Bank Deposit Slips and Support
13. Procurement and Purchasing Data
14. Budgets
15. Accounting Records
16. Accounts Payable Invoices
17. Accounts Receivable Records
18. Payroll Records
19. Journal Entries
20. Grant and Contract Files
21. Any records that pertain to property acquisition with more than a one year life must be maintained until 5 years after the property has been disposed.

## **ADMINISTRATIVE STRUCTURE**

### **Administrative Structure**

After researching other local and national charter schools, we compared current practices with our desired result. RWPCS will have clear and precise duties delegated and a cohesiveness of positions. Please follow with the administrative structure, staffing and short job description for the first year of the schools operation (SY2011-12).

### ***CEO/Head of School (100%)***

Head of School (HOS) will be responsible for oversight of all matters of employing staff and teachers, fiscal management, planning strategies, fundraising and reporting to the Board of Trustees. HOS will select school site and be instrumental in producing a safe environment conducive for learning. HOS is responsible for the selection of the management team members. HOS will be responsible for forming the internal and external relationships for the sustainability of the school in the community.

***Director of Curriculum and Instruction (100%)***

Develops and implements systems of curriculum and instruction in collaboration with the HOS and the Director of Performance Management (DPM). Provides leadership to instructional staff to ensure quality programs and instructional practices are efficient. She will manage the functionality of curriculum including development, implementation, and supporting the program objectives so that each student may derive the greatest academic and personal benefit from the learning experience.

***Director of Performance Management (100%)***

Develops and implements systems of performance management in collaboration with the HOS and the Director of Curriculum and Instruction (DCI). Provides leadership to instructional staff evaluating work performance and ensuring appropriate timescales and strategies for checking progress towards objectives, classroom observations, informal meetings, and data collection are utilized. Develops and implements internal systems for performance data collection in reviewing the skills and development needs of the staff in order to maintain a high quality education for all pupils and improved standards of learning and achievement.

***Director of Business Operations (100%)***

With the HOS, the Director of Business Operations (BM) assists oversight of financial and budgetary processes of the school to ensure that the school derives maximum benefit from its budget. She will take lead on risk assessment and the management of health and safety across the school. Responsible for ensuring that financial information and data is provided; that it is timely, comprehensive and accurate, and that it enables the school to plan and take appropriate management action as deemed. She will manage Human Resources and be the Head of School's source of information on procedural matters respective to payroll and benefits. The BM will design and implement a comprehensive strategic plan of admissions of new and reenrolling students. Lastly, the BM will track the admissions process from point of inquiry through successful enrollment of students.

***Director of Special Education (100%)***

The DSE will ensure that programs and personnel within the Special Services Department are viewed as an integral part of the instructional program. She will ensure that all students succeed in developing the skills and abilities necessary to master the basic concepts of language, communication, mathematics, and technology; develop problem-solving and higher level thinking skills; understand and respect others; develop skills necessary to be self-directed learners; enhance and sustain self-esteem through emotional, intellectual, and physical well-being. She will be responsible for contracting therapeutic service providers for students as needed.

***College Counselor – TBD (100%)***

The College Counselor ensure all students receive developmental processes in intellectual, social and personal growth and to assist high school students in making informed and individually appropriate social, educational and vocational choices. She will make recommendations to students regarding class selection in consideration the student's abilities, background and interests. She will finally coordinate all testing of

students for skill assessments relative to college entry, and make readily available studentship and financial aid for all families.

*Dean of Students – TBD (100%)*

The DOS will promote positive school attendance, school safety, and violence prevention. He/She will plan, implement, and direct the attendance procedures and processes. He/she will ensure to plan, develop, and implement attendance goals consistent with the established goals of the school and the DCPCSB. He/She will plan, develop, and coordinate school safety and violence prevention programs and activities.

*Administrative Assistant (100%)*

The administrative assistant will provide highly responsible, technical, and complex secretarial support to the management team with minimum supervision. The AA will assist in coordinating the secretarial and clerical services of the school and disseminate information to staff, parents, students and the community. She will produce a wide variety of reports, letters, memos and statistical charts per management team members. The AA will also be responsible compiling and inputting accurate student data in the automated database. All tangible student files will be in the keeping of the administrative assistant.

***Reading Specialist - TBD (50- 100%)***

The Reading specialist will provide research based remediation, conduct assessments, prepare reports, analyze data and collaborate with teachers to implement school wide strategies. He/she will facilitate technical assistance for staff, parents and students, develop a variety of intervention plans, promote reading and coordinate literacy programs and activities. The specialist will also be responsible for requisitioning programmatic materials.

**School Management Contracts**

RWPCS does not intend to contract any School Management Service

***FINANCE***

**ANTICIPATED SOURCES OF FUNDS**

*Per Pupil Funding*

The Richard Wright Public Charter High School for Media and Journalism (the “School”) anticipates receiving the overwhelming majority of its funding from District and Federal per pupil funding sources. In Year 1, we anticipate \$2.056MM will come from the District (81%) and \$460K (18%) will come from Federal sources. In estimating the magnitude of that funding, we have followed conservative budgeting practices. The section below summarizes those assumptions, dividing the discussion into (i) Federal and District Per Pupil Funding Assumptions and (ii) School Demographic Assumptions.

- i) Federal and District Per Pupil Funding Assumptions

On the District side, the D.C. charter funding landscape has had a tumultuous past 12 months. After years of compounding large annual funding increases, the financial crisis prompted the D.C. government to take a critical look at education funding in general and in particular the charter school facilities allotment. In terms of the general per pupil formula that drives both DCPS and charter funding, the end result was that the foundation level was frozen at SY2008-09 levels. For the charter facilities allotment, the Fenty Administration initially proposed switching to a cost-based reimbursement system. After vociferous opposition from the charter community, the Council settled on a proposal to retain the current block funding system for the 2009-10 school year, though at a reduced level of \$2,800/student, and to commission a PCS facilities funding working group to make recommendations for SY2010-11.

In terms of making projections for the 2011-12 school year, this recent local history speaks to the importance of conservatism. The final 2010-11 funding levels will not be known until late this Spring, but in an e-mail on January 7 to the charter financial community, the PCSB's Jeremy Williams advised schools to budget for next year assuming the general per-pupil allocation will remain flat and that there will be a modest increase in facilities funding. The District has a long history of deferring the recommendations of its school finance working groups, so for the purpose of the planning budget reported in this application, the School took a position on the conservative side of Mr. Williams' recommendation and assumed charter facilities funding would remain flat at \$2,800/pupil for the next five years. In terms of the general per pupil allocation, the School assumed no increase in the foundation level for SY2010-11 and then a modest 3% annual increase beyond that. In terms of calculating specific funding streams such as special education and ELL based on the Foundation Level, the School assumed all weights remained unchanged from SY2009-10 levels. See below for a table summarizing assumed District per pupil funding levels.

**Table I: Assumed District Per Pupil Funding Levels**

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
HS Enrollment	\$10,478	\$10,793	\$11,117	\$11,450	\$11,794
MS Enrollment	\$9,304	\$9,583	\$9,871	\$10,167	\$10,472
Facilities	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
Summer School Enrollment	\$1,536	\$1,582	\$1,629	\$1,678	\$1,728
ELL	\$4,065	\$4,187	\$4,312	\$4,442	\$4,575
SPED					
L1	\$4,697	\$4,838	\$4,983	\$5,133	\$5,287
L2	\$7,136	\$7,350	\$7,571	\$7,798	\$8,032
L3	\$14,092	\$14,514	\$14,950	\$15,398	\$15,860
L4	\$25,564	\$26,331	\$27,121	\$27,934	\$28,772

In terms of Federal Funding, the School will pursue Title I-a, Title II-b, and Title IV-a funding. It had access to the actual 2009-10 funding levels for Federal Funding levels for Cesar Chavez Public Charter Schools and so used those as a basis for its estimates. It

used those rather than the planning levels suggested in the FOCUS manual because (i) the data we used was released in December 2009 and so is more recent than what was available when the manual was printed and (ii) the Chavez data allows us to drive the estimate off of low income students rather than total enrollment, which we believe is a more precise treatment. To build conservatism into the estimate, we have assumed no increase for the 2010-11 school year and 3% per year beyond that. The school does not plan to enter a consortium to receive Title III dollars because it believes the administrative costs are greater than the dollars received. It has not reported Title II-d money because it is no longer available on a non-competitive basis to charters. It is not going to be its own LEA for the purposes of special education and so did not budget in IDEA funds. The values used in terms of dollars/Title I student are reported below.

**Table II: Assumed Federal Title Funding Levels**

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Title I-a	\$896.92	\$923.83	\$951.54	\$980.09	\$1,009.49
Title II-a	\$232.85	\$239.84	\$247.03	\$254.44	\$262.07
Title IV-a	\$19.63	\$20.22	\$20.83	\$21.45	\$22.10

The school does plan to participate in the National School Lunch and Breakfast programs. It used 2009-10 actual funding levels as a basis. It is assuming that the school qualifies for Severe Need breakfast based on free/reduced lunch percentage. It has assumed 3% annual growth in those levels.

**Table III: Assumed Federal School Breakfast/Lunch Levels**

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
\$/Free Lunch	\$2.86	\$2.95	\$3.04	\$3.13	\$3.22
\$/Reduced Lunch	\$2.44	\$2.51	\$2.59	\$2.67	\$2.75
\$/Paid Lunch	\$0.29	\$0.30	\$0.30	\$0.31	\$0.32
\$/Free Breakfast	\$1.85	\$1.90	\$1.96	\$2.02	\$2.08
\$/Reduced Breakfast	\$1.53	\$1.57	\$1.62	\$1.67	\$1.72
\$/Paid Breakfast	\$0.28	\$0.28	\$0.29	\$0.30	\$0.31

The school also assumed that beginning in Year 2 it will receive Phase I E-rate Funds. Based on its projected level of low income students, we anticipate that e-rate will cover 80% of the school's phone and internet bills.

ii) School Demographic Assumptions

The school has set its enrollment target to have 150 students enrolled on October 5, 2011. The students will be split evenly between 8<sup>th</sup> and 9<sup>th</sup> graders. The school will continue this pattern of enrolling 150 new students per year in the 8<sup>th</sup> and 9<sup>th</sup> grades in its early years of operation. The exact balance between the grades will be determined by the attrition and student promotion rates as well as market demand. The goal ultimately will be to achieve 8<sup>th</sup> and 9<sup>th</sup> grade classes of approximately 150 students each. The upper grades will be filled as students graduate the 9<sup>th</sup> grade and move up in the school. While

for the sake of prudence the school reserves the right to accept students in all grades in its enrollment range if special circumstances arise, the core plan is to accept students in only the 9<sup>th</sup> and 10<sup>th</sup> grades.

Note that the 150 student target is a count day, or October 5, target. To achieve that enrollment level, the School anticipates that it will have to accept approximately 10% beyond that number before the start of school and actively manage its waitlist to balance enrollment levels for no shows once school begins. For budgeting purposes, the school has factored in a 1.5% discount off of the 150 student target. The rationale for this practice is that even if the 150 student target refers to Count Day and not the start of school, it is still prudent to make a small allowance for enrollment audit issues. The school based its assumptions about special education and ELL percentages on the benchmark of Cesar Chavez's Ward 7 high school. It assumed 12.9% of the population participated in the special education program and 3.4% were ELL. It followed Chavez actual in terms of the breakdown between specific special education levels.

The School also assumed 71% of students qualified for free lunch and 11.3% for reduced based on the Chavez Ward 7 comparable. The school has modeled in a mandatory 120 hour summer school for all returning students (allowing for 10% fall to summer attrition).

#### *Other Funding*

While the School plans on receiving the overwhelming majority of its funding from government sources, it does recognize that other funding sources can play an important part in allowing a charter school to augment its core program offerings and manage risk. As a result, the School does plan on vigorously pursuing fundraising opportunities. That said, the School believes that fundraising should be a tool for mitigating risk, not increasing it. Accordingly, in planning at this stage, the School has assumed very modest levels of external fundraising. In Year 1, the budgeted fundraising number is only \$10,000. The following year, that number grows with inflation. In Year 4, the School hires a fulltime development director and budgets an increase to \$75,000/year. It is important to emphasize that these modest numbers do not mean that the School will not be aggressively pursuing fundraising opportunities. They are a simply a reflection of the School's conservative budgeting philosophy.

In addition to pursuing grant funding, the School does plan on putting the processes in place necessary to capture some basic program revenue as well. The most significant source of program revenue for the School will be school lunch and breakfast revenue. The School will charge reduced and paid students at a rate sufficient to close the gap between the government funding received for those students and that received for free students. To aid in capturing this funding, the School will implement PowerLunch and monitor receipts against consumption on a monthly basis. For the sake of conservatism, it has assumed that only 50% of potential paid revenue will be collected.

#### *Contingencies*

The School is dependent upon District revenue for over 90% of its funding, which is subject to both Funding Level Risk (i.e. less money is received than budgeted due to

funding cuts or enrollment problems) and Funding Timing Risk (i.e. the District is late in delivering the full funding due as happened last July). To manage Funding Level Risk, the School has built conservative budgets in its early years of operation. Conservative characteristics of these budgets include the following:

- i) 10% budgeted reserve for the first 3 years of operation that gives the School flexibility within an operating year to meet financial challenges without being pushed into the red and helps the School build an accumulated cash reserve,
- ii) Budgeted soft discretionary funds in the Other General Expense line to reduce likelihood that school leaders will need to tap the reserve for daily operations , and
- iii) Used conservative fundraising numbers in the budget

The School has also developed contingency budget plans that allow it to cut 25% of its expenses if needed. Major cuts include:

- Eliminating the Assistant to the Head of School
- Substituting away from the quality long-term furniture now budgeted to cheaper short-term options (e.g. folding tables in place of desks)
- Eliminating the Security position.
- Purchasing class sets of textbooks instead of one book/student in non-core courses and delaying purchase of some teacher resource materials.
- Cutting teacher head count to maintain targeted average class-size of 20 in the event of enrollment shortfall. Could raise class size as high as 25 if needed.

In addition to the steps above, the School will work to establish a line of credit with a local bank to mitigate Funding Timing Risk.

#### *Goals and Objectives*

The School has identified three top financial priorities for its first five years.

- i) *Build a Sustainable Program*: The School is committed to following financial practices that lead to the creation of an entity that is sustainable for the long run. These include implementing appropriate financial controls, making adequate investment in back office, and following conservative budgeting practices.
- ii) *Plan for Future Facilities Needs*: The School currently plans on trying to move to a permanent facility beginning in Year 4 of operation. Financially, this means the School needs to (i) work to establish a track record of financial operations that meet typical bank coverage ratio requirements so it will be a plausible candidate for debt financing and (ii) begin developing some degree of a nest egg so it can contribute bank-required equity for a purchase or renovation of a facility.
- iii) *Provide Maximum Funds to Meet Current Program Needs*: Balanced against the first two goals, which involve constraints on current spending, is this third

goal of meeting the present program needs of the organization. The organization plans on managing this tension by budgeting surpluses but limiting their size and adjusting its financial strategy as the organization matures. In the first two years of operations, the School is budgeting 10% surpluses for planning purposes. This relatively large number is due to the fact that the school does not yet have an operating history and so faces greater financial variability than a more mature school. The School also has little accumulated reserve at this point to enable it to survive shocks. As the School matures and its cash position builds, the target surplus percentage will be reduced to free additional funds for immediate needs.

## **PLANNED FUNDRAISING EFFORTS**

### *General Plans*

The School recognizes the benefits fundraising can bring to a charter school and is committed to developing a robust fundraising apparatus. It is also conscious of the fact that with 56 charter LEAs in D.C., the fundraising environment can be very competitive. As such, in thinking about its fundraising strategy, the School has already articulated strategic points of difference that it believes will help differentiate it from other charters when competing for funding. These include the following:

- i) *Media Focus*: The School will be the first charter in D.C. offering a media focus. Because of its role as the nation's capital, D.C. has developed into somewhat of a national media center. Major players in this space include the Washington Post, USA Today, the Washington Times, Black Entertainment Television, the National Geographic Channel, XM Satellite Radio, the Travel Channel, Discovery Communications, and Radio One as well as a slew of national media personalities. The School plans to develop partnerships with many of these groups as part of its media focus in order to provide its students with internships, classroom presentations from industry participants, and opportunities for mentorship. While the primary motivation of the School in establishing these partnerships will be instructional, it does believe these efforts plant the seeds for relationships that if cultivated could provide a substantial fundraising opportunity.
  
- ii) *African American Founder/Diverse Founding Group*: The founder and executive director of Richard Wright PCS, Marco Clark, is an African American male and the founding group is uncommonly diverse. The School believes this opens up fundraising opportunities within the African American community. In particular it will pursue local African American media outlets such as Black Entertainment Television and Radio One. The School also

believes this factor could help it with local and national foundations that are eager to foster diversity within the community of charter leaders.

- iii) *Baltimore Ties*: Several members of the School's founding group have deep ties in the Baltimore community. While the School's primary fundraising efforts will be in the D.C. area, it does believe that the Baltimore ties open a potential fundraising market that has been less combed-over than D.C.

Note that the above list is meant to identify factors differentiating the School from other charters when competing for funding and is not an exhaustive list of the positive traits of the School. For instance, student achievement is not included on the list because presumably all credible schools applying for charters would believe that they could win funders based on their anticipated record of student achievement. In terms of applying these differentiating factors to generate funding dollars, the School has identified five primary channels, which it discusses briefly below.

- i) *Board Members/Founding Group*: The School has pursued the three Ws (work, wisdom, and wealth) as it has built its founding group and assembles its Board. All Board Members will be expected to contribute annually to the School. In addition to that, the Board will have a Fundraising Committee that is specifically charged with spearheading fundraisers and otherwise growing the School's network of financial supporters.
- ii) *National Foundations focusing on Charters*: These include Foundations such as the Walton Family Foundation, the Bill and Melinda Gates Foundation, NewSchools Venture Fund, and the Broad Foundation. Many of these foundations offer support on an invitation-only basis, though some do accept traditional applications. For invitation-only funders, the School will work to attract their attention over the intermediate-run by focusing its efforts on building a measurable record of increasing student achievement and make efforts to have representation at major conferences/gatherings of the charter community. For national funders with open applications, the School does plan on actively pursuing opportunities. For instance, if approved, the School does plan on applying for a Walton Family Foundation startup grant.
- iii) *Local Family Foundations, Corporations, and High Net Worth Individuals*: Local and regional foundations include Fight for Children, the Morris and Gwendolyn Cafritz Foundation, and the Philip L. Graham Foundation. In addition to these, the School plans to target local family foundations that have funded charters that it identifies through review of D.C. Charter Annual Reports on file with the PCSB. The School also plans to capitalize on its

media focus to help make inroads within the local media community. It plans to try to use Board contacts as well in the pursuit of corporate and individual supporters.

- iv) Grassroots fundraising: The School believes in the importance of grassroots fundraising, both as a direct source of revenue and as a means of building a broad base of supporters. It has already begun a contribution site through [www.onecause.com](http://www.onecause.com). It has also begun selling **“Richard Wright Public Charter School” pens with all proceeds going to the School.**
- v) Government Competitive Grants: The Office of the State Superintendent of Education (OSSE) offers several competitive grant programs that are often under-utilized by charters. These include Facilities Incentive Grants, CityBuild funding, Flexible Funds Grants, and education technology grants. The school plans to monitor these grant opportunities through OSSE’s web site and apply as opportunities arise.

Finally, the School has also been careful to be explicit in its thinking about the limits of its fundraising strategy. It wants to be known primarily for its academic prowess, not its fundraising ability. It does believe that it is possible for the tail to wag the dog when it comes to charter fundraising, as large fundraising efforts pull top leadership time away from focusing on student achievement and introduce artificial constraints into the management of the organization. The goal of the School is to have a healthy fundraising effort that supports its work to boost student achievement but not to build a program that requires large year-on-year fundraising wins to be sustained.

#### *Prior to start of school*

The School’s primary source of funding during its planning Year will be Title V-b funds. To supplement those funds, it has already begun fundraising efforts through the [onecause.com](http://onecause.com) site and by selling **“Richard Wright PCS Pens.”** It does plan to submit a Walton Family Foundation grant application as well. Note that while it does plan on aggressively fundraising during the planning year, it has built a planning year budget that is dependent on only modest fundraising levels.

#### **Financial Management and Accounting**

The RWPCS Board of Trustees has adopted a financial policy manual that will provide a comprehensive list of the accounting procedures and controls of the school. The text below offers a summary of some of the major financial policies that will inform that manual.

- 1) Maintenance of Financial Records: The School will maintain its financial records in accordance with generally accepted accounting principles as defined by the American Institute of Certified Public Accountants. Financial statements will be prepared on an accrual basis.

- 2) Fiscal Year: The fiscal year of the organization will begin July 1 and end June 30.
- 3) Board Fiduciary Responsibility: The Board of the Charter School retains final fiduciary responsibility for the financial health and management of the school. The “bottom line” is that the Board is ultimately responsible for keeping the school financially solvent and accountable for its use of public funds.
- 4) Financial Controls and Segregation of Duties: In order to advance the Mission of the School, the Board will delegate authority to take certain financial action to staff through the Executive Director subject to a set of controls. These controls place limits on authority staff has to take actions in certain spheres. Among other things, these controls will follow the practices known as segregation of duties.
- 5) Budgeting and Financial Planning: The Board will approve operating and capital budgets annually in advance of the beginning of the fiscal year. The budget will be approved prior to the deadline for submission to the PCSB.
- 6) Interim Reporting: Staff will provide interim financial statements to the Board, or a committee it designates, at a regular interval determined by the Board. The School will submit interim financial statements to the PCSB as required.
- 7) Cash Flow Management: The annual budget will include a cash flow forecast by month. An interim and annual report on the actual cash position versus the forecasted position will be provided to the board with all interim and annual financial reports. The Board will determine whether there is a need for a line of credit with a financial institution to serve as additional working capital reserves.
- 8) Bank Account Reconciliation: Bank statements will be reconciled with accounting records monthly. In designing the workflow associated with the task, duties will be segregated so that at least two people are aware of all transactions.
- 9) Fixed Assets: The Board will select an appropriate financial threshold above which to capitalize durable assets. Fixed assets will be tracked and managed by the School in accordance with GAAP. Management will be responsible for creating and maintaining fixed asset inventories and providing them to the PCSB as required during compliance audits.
- 10) Banking: The Board will be responsible for making decisions regarding authorized signers on School bank accounts and the level above which multiple signatures are required. It will review and approve authorized individuals to conduct retail banking transactions on behalf of the corporation.
- 11) Procurement: The Board will determine appropriate guidelines for the procurement of goods and services. At a minimum, Staff will be required to clearly document (i) orders for goods and services, (ii) confirmation of receipt, and (iii) billing in a process that is clearly outlined. The School will follow PCSB

procedures with respect to public bidding for large contracts (currently greater than \$25K). It will adopt a Conflict of Interest Policy and refer all Related Party transaction to a Conflicts Committee prior to commitment of funds. Any related party transactions will be disclosed during the annual audit process.

- 12) *Financial Audit*: The School will have its books audited annually by a CPA or audit firm on the PCSB's approved auditor list. School staff will respond in timely manner to auditor requests for information so that the audit can be completed and submitted to the PCSB in advance of the November 1 deadline. The Finance/Audit Committee of the Board will be responsible for hiring the auditor and will have at least one conversation with the audit firm after the preparation of the draft audit without staff presence to facilitate frank feedback. The School will act promptly to remedy any management letter comments or material weaknesses identified in the audit.
- 13) *Federal Filings*: The School will prepare all reports and forms required by the Internal Revenue Service to document revenue and expense in accordance with laws governing tax exempt organizations. Such reports will include but not be limited to Form 990.
- 14) *Outsourcing*: The School's current plan is to contract with a local accounting and back office service provider that specializes in charter schools to handle its basic accounting and reporting functions.

## **CIVIL LIABILITY AND INSURANCE**

The School will carry at a minimum the levels of insurance recommended in the Charter Application Guidelines. These are (with \$ reported in thousands):

General Liability: \$1000 per occurrence, \$2000 aggregate

Directors and Officers Liability: \$1000

Educators Legal Liability: \$1000

Umbrella Coverage \$3000; \$5000 if providing transportation

Property/Lease Insurance 100 percent of replacement cost

Boiler and Machinery Insurance \$1000 (if appropriate actual loss sustained)

Auto Liability Insurance \$1000

Workers Compensation As required by law

The Finance Committee of the Board of Directors will be responsible for reviewing policies and coverage levels annually. The School reached out to D.H. Lloyd and Associates, a local insurance broker with charter experience, to validate coverage levels and pricing.

## **PROVISIONS FOR AUDIT**

A full financial audit of the School will be undertaken annually by an external CPA in accordance with GAAP. The Audit Committee of the School's Board of Directors (not

staff) will be responsible for selecting the audit firm from the PCSB's approved auditor list. During the audit, the School will voluntarily provide all financial records and requested data in a timely manner. The School will submit the final version of the audit with any management letter to the PCSB by the November 1 deadline. After the audit has been completed, the Audit Committee will have a meeting or phone call with the audit firm to discuss findings. At least a portion of that meeting will be conducted without staff presence to allow for candid communication from the audit team. A copy of the audit/management letter will be provided to the School's full Board of Directors. Steps will be taken to remedy any management letter comments or material weaknesses identified during the audit process.

### ***FACILITIES***

**RWPCS has gained full support from Building Hope. They have given assurance of a site through the Charter School Incubator Program. We will have maximum 5 years tenancy through the Building Hope Facilities Incubator Program (see Appendix D). The terms of this program will be determined through an interview with the Foundation's Director of Real Estate Operations, Tom Porter.**

**RWPCS initial location will be the Benning Elementary Incubator Site located at 100 41<sup>st</sup> Street, NE, Washington, DC 20019.**

### **SITE RENOVATION**

**Per RWPCS and Building Hope's site selection for the school, planning has begun for full occupancy of rental property. The suggested site is "move-in" ready with no major infrastructural changes needed. Please find a proposed timeline should the latter be selected.**

#### **Site Planning /Renovation Timetable**

<b>December 2009</b>	<b>Discussion with Building Hope Begin</b>
<b>January 2010</b>	<b>Obtained Letter of Facility Support from Building Hope</b>
<b>April 2010</b>	<b>Building Hope Site Selected</b>
<b>January 2011</b>	<b>Solicit bid for architectural/renovation groups</b>
<b>May 2010</b>	<b>Contractor Selection</b>
<b>June 2011</b>	<b>Complete Renovation</b>
	<b>Occupancy of Admin Team</b>

## **FINANCING PLANS FOR FACILITIES**

Building Hope offers participants a full-service lease at 80% of the per pupil facilities allotment rate. The remaining 20% is reserved for other facilities expenses the school might incur. The School is responsible for all FF&E.

## **BUILDING MAINTENANCE**

Building Hope handles maintenance, janitorial, and all utilities costs. RWPCS in conjunction with a contracted facilities management company will ensure compliance for safety and code regulations.

## ***RECRUITING AND MARKETING***

### **OUTREACH TO THE COMMUNITY**

RWPCS will achieve and maintain enrollment by conveying and demonstrating our mission and established goals for successful recruitment, retention and student success. We will create affordable, technologically-advanced advertisements to reach both internal/external markets.

Immediately upon being awarded the Charter, we will launch our thoroughly informative school website. Information about the school's mission and goals will be explained in full detail. Prospective families will have the ability to apply online, mail or fax the application to our office. We will conduct our own Open Houses, as well as attend and display at feeder schools – private, public and charter – as well as other educational choice fairs. RWPCS will use collected parent and student e-mail addresses from open houses and interest meetings to advertise and communicate events and activities. We will purchase mailing address from USA Data for homes in the District housing students for our grades each year and distribute other pertinent information regarding RWPCS programming, events and enrollment information. RWPCS information will be distributed to other local junior high schools, education websites, and print and radio media outlets.

### **RECRUITMENT OF STUDENTS**

We have devised an enrollment plan ensuring moderate growth and respect to anticipated and natural attrition rates. The RWPCS will enroll 150 students in 2011 in grades 8-9. Each subsequent year, RWPCS will accept new applicants in grades 8 and 9 only. Subsequently in years 2012, 2013 and 2014, the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade classes will be added, respectively. Enrollment projections for SY 2012 will be 274; SY 2013 – 374 students, and SY 2014 – 459 students. There is evidence of correlation between academic and behavioral success in small school settings (Cotton, 1996). Our enrollment ceiling will be 550 students.

Announcement of our information and open houses will be done by mail, email, Charter School Board and school websites, and eventually TV commercials. We will immediately

and specifically target current 7<sup>th</sup> graders (SY 09-10) with efforts of our initial efforts of recruitment. We will maintain a database of interested families. Communication will be sent to these families on a bi-monthly basis with invitations to community events featuring RWPCS.

RWPCS' recruitment efforts and enrollment processes are as follows:

Recruitment and enrollment will be a cyclical process with many overlapping steps, but for the purposes of our inaugural year and sequential description, the process is described below. By that point in the cycle, the CEO/Head of School will have made public announcements of enrollment deadlines, and members of the Recruitment and Enrollment Group will have planned and held open houses and visited feeder schools to generate interest in Richard Wright Public Charter High School. Interested applicants will already have completed and submitted applications in theory by the deadline. Accepted students must attend a Document Collection and Information Session.

### **March 2010-November 2010**

Recruitment efforts will begin upon approval of Charter. The acceptance of applications will begin Dec. 1 and will continue until March 15.

### **December 2010**

- Enrollment for the inaugural year of Richard Wright Public Charter Schools will begin Dec 1. Applications will be available for download online and at the announced satellite location. The Administrative Assistant will fax applications as well.
- We will mail invitations to enroll to families that expressed interest during the neighborhood and city campaigns. We will also mail school advertisements of enrollment to our targeted demographic in Washington, D.C.
- Open Houses at community centers, churches and feeder schools will commence and be announced on website and on advertisement fliers.
- Applications will be accepted starting Dec. 1.
- Director of Business Operations will report application count to CEO/Head of School every Friday by COB.
- CEO/Head of School will forecast of enrollment with Director of Business Operations and develop additional recruitment strategies to reach enrollment projection.

### **January 2011**

- Richard Wright PCS will introduce mass media ads announcing enrollment invitation to 9<sup>th</sup> graders.
- Applications will continue to be available online, at a satellite location and from the school.
- Continue mailing "invitations to enroll" to families that expressed interest during the neighborhood and city campaigns. We will also mail school advertisements of enrollment to our targeted demographic in Washington, D.C.

- Open Houses at community centers, churches and feeder schools will commence and be announced on website and on fliers.
- Applications will continue to be accepted.
- Director of Business Operations will report application count to CEO/Head of School every Friday by COB.
- CEO/Head of School will change as/if needed forecast of enrollment with Director of Business Operations and develop additional recruitment strategies to reach enrollment projection.
- Year two reenrollment will begin Jan. 31 through Feb. 25. CEO/Head of School, Director of Business Operations, and Registrar will forecast numbers of students expected to return the following year broken down by rising grade level.

### **February 2011**

- Richard Wright PCS will continue with mass media ads announcing enrollment invitation to 9<sup>th</sup> graders.
- Applications will continue to be available online, at a satellite location and from the school.
- Continue mailing “invitations to enroll” to families that expressed interest during the neighborhood and city campaigns. We will also mail school advertisements of enrollment to our targeted demographic in Washington, D.C.
- Open Houses at community centers, churches and feeder schools will commence and be announced on website and on fliers.
- Applications will continue to be accepted.
- Director of Business Operations will report application count to CEO/Head of School every Friday by COB.
- CEO/Head of School will adjust as needed forecast of enrollment with Director of Business Operations and develop additional recruitment strategies to reach enrollment projection.

### **March 2011**

- On March 16, the lottery for students will be held. Applicants chosen will move from “applicant” to “accepted” in status. If application total is under our proposed enrollment number, all students will be accepted.
- If application total is over proposed enrollment number, a true “virtual lottery” will be conducted.
- Siblings of accepted students will receive preference depending on space. In the event that there are more sibling applicants for a given grade than are spaces for sibling applicants, date of receipt of application will be the deciding factor for acceptance.
- If RWPCS has more applications than spaces, applicants not selected through the lottery process will be placed on a waiting list. Letters will be mailed informing students of their status and giving them the option to relinquish their spot on the list.
- From the waiting list, acceptance will be based on the time and date stamped on the application as space becomes available.

- If RWPCS has not met enrollment target, rolling admissions will commence March 17 with heightened recruitment efforts through and beyond meeting target for enrollment.
- Acceptance letters will be mailed March 18. Parents of accepted students will be given instruction on how to enroll. Parents must attend Document Collection Sessions where they will receive enrollment packets that include Residency Verification Sheet and Information; Emergency Contact Form, OSSE NSLP Meal Application, SPED Questionnaire, Home Language Survey, DC Child Health Certificate Assessment Form and Oral Health Assessment Form, School Records Request Form). Parents will be required to prove DC residency as well as complete documents on site. Students can officially enroll only after the enrollment packet is completed and residency has been verified.

#### **April 2011**

- The first Document Collection Session will be held April 2 (tentatively every two weeks following).
- During the third week in April, the Director of Special Education should review questionnaires for all accepted students to determine whether the school can meet needs.
- Applications will continue to be accepted.
- Director of Business Operations will report accepted, enrolled, and/or waitlisted counts to CEO/Head of School daily.
- CEO/Head of School adjust as needed forecast of enrollment with Director of Business Operations and develop additional recruitment strategies to reach enrollment projection.

#### **May 2011**

- Conduct four Document Collection Sessions.
- The Director of Business Operations contacts students who have not responded to acceptance letter or attended mandatory Document Collection Sessions.
- The Director of Business Operations notifies students on waiting list that space is available.
- Send Drop Letters to students who failed to attend mandatory Document Collection Session.
- Applications will continue to be accepted.
- Director of Business Operations will report accepted, enrolled, and/or waitlisted counts to CEO/Head of School daily.
- CEO/Head of School will adjust as needed forecast of enrollment with Director of Business Operations and develop additional recruitment strategies to reach enrollment projection.

#### **June 2011**

- Conduct four Document Collection Sessions
- Business and Operations Director mails acceptance letters to formerly waitlisted.
- Send Drop Letters to students who failed to attend mandatory Document Collection Session.

- Director of Business Operations contacts parents of accepted students who have not attended mandatory New Student Orientations.
- Applications will continue to be accepted.
- Director of Business Operations will report accepted, enrolled, and/or waitlist counts to CEO/Head of School daily.
- CEO/Head of School will adjust as needed forecast of enrollment with Director of Business Operations and develop additional recruitment strategies to reach enrollment projection.

#### **July/Early August 2011**

- Hold Document Collection Sessions as needed to ensure target enrollment
- The CEO/Head of School and the Director of Business Operations will admit applicants from the Waiting List on a rolling basis.

#### **Late August/Early September 2011**

- First day of school – RWPCS welcomes students and works with enrolled roster per grade level(s). This will serve as the initial list for the purpose of attendance taking.
- When attendance is taken, each student will logically fall into one of four categories with note on how to proceed:
  - He or she is on the Enrolled Roster and physically shows up. This will be recorded on a spreadsheet that will be relayed to the home office at the end of each day until the Roster stabilizes.
  - He or she has been put on the Waiting or Inactive Lists but physically shows up. (Students on the Inactive List will have been notified that they either failed to indicate their enrollment intentions; attend the mandatory Document Collection Session or produced required materials in the prescribed manner.) If there's no Waiting List for the relevant grade, the parent or guardian will be asked to complete an application (provided one is not readily available) along with other necessary materials and the student will be provisionally admitted (i.e., given class schedule and added to the Roster at the end of the day when the CEO/Head of School will officially enroll him or her). If unaccompanied, the student will be provisionally enrolled and given a class schedule and Document Collection Session materials for parents or guardians to complete and physically bring to school the following day. If there is a Waiting List for the relevant grade, the student will be put on it pending completion of the application materials and sent home.
  - He or she has been admitted but does not show up. The absence will be recorded on a spreadsheet to be relayed to the CEO/Head of School and Director of Business Operations at the end of the day. If the student does not show up again the following day, the parent or guardian will receive a call (a record of the call will be created by campus staff, especially if no one is reached) and told that he or she will be dropped from the Roster unless there is a reasonable explanation for the absences. CEO/Head of School and Director of Business Operations will free up space(s) for student(s) on Enrolled Roster who fail(s) to show up on either of the first two days without

a reasonable explanation from parents or guardians, and mail a Drop Letter to the student. If the student shows up thereafter, he or she will be treated the same as a newly applied student and placed on waiting list according to attempted attendance date.

- He or she isn't on the roster nor has applied, but shows up. If there's no waiting list for the given grade, he or she is treated the same as a new applicant and will have to complete all info per the Document Collection Sessions. They will either be accepted if available spaces or wait-listed according to date of receipt of
- Siblings of students will receive preference on the Waiting List.
- To eliminate confusion on the part of parents or guardians of students in grades with waiting lists who may witness the provisional acceptance of students in grades without waiting lists, Director of Business Operations will publicly post the number of applicants on the Waiting List for each grade.
- Any enrolled student who has not submitted complete health and residency information will have one week to do so.

RWPCS will impact the existing community by providing a neighborhood high school option for matriculating junior high school students. At this time, there are not any high schools for students' grade 8 through 12 within Ward 7. Our education program will prepare future media contributors, ultimately increasing the number of successful people in their communities.

**Future Expansion and Improvements**

Grade	Year 2011-2012	Year 2012-2013	Year 2013-2014	Year 2014-2015	Year 2015-2014
8 <sup>th</sup>	75 (ESL - 3 SPED - 9)	100 (ESL - 1 SPED - 10)	100 (ESL - 3 SPED - 11)	100 (ESL - 3 SPED - 11)	100 (ESL - 4 SPED - 15)
9 <sup>th</sup>	75 (ESL - 2 SPED - 9)	100 (ESL - 2 SPED - 10)	100 (ESL - 3 SPED - 11)	100 (ESL - 3 SPED - 11)	100 (ESL - 4 SPED - 15)
10		75 (ESL - 2 SPED - 10)	100 (ESL - 3 SPED - 11)	100 (ESL - 3 SPED - 11)	100 (ESL - 4 SPED - 10)
11 <sup>th</sup>			75 (ESL - 3 SPED - 11)	100 (ESL - 3 SPED - 11)	100 (ESL - 4 SPED - 10)
12 <sup>th</sup>				75 (ESL - 3 SPED - 11)	100 (ESL - 4 SPED - 10)
	<b>150</b>	<b>275</b>	<b>375</b>	<b>475</b>	<b>500</b>

We anticipate being placed in an incubator site by Building Hope to facilitate our five year growth plan. However, RWPCS will investigate purchasing our own facility. Please refer to Finance for proposed methods of funding.

## **PLAN OF OPERATION**

### ***STUDENT POLICIES AND PROCEDURES***

#### **TIMETABLE FOR REGISTERING AND ENROLLING**

Parents residing in the District of Columbia wishing to enroll their child at RWPCS must complete an application. Parents wishing to enroll their children may apply several ways: via website (online completion of application; or download and print application mail, fax, scan to email, or bring in to office. RWPCS will accept applications from Dec. 1 through March 15. On March 16, the student lottery will be held.

#### **POLICIES AND PROCEDURES FOR ENROLLMENT, WITHDRAWAL, SUSPENSION, AND EXPULSION OF STUDENTS**

Upon receipt of application, demographic information will be entered into the School Enrollment Database. Upon receiving an acceptance letter, parents will then need to follow protocols to complete enrollment. It will be mandated that parents and new students attend a Document Collection Session; the first one will be held April 2, 2011 with future dates to be determined. At these sessions parents will be provided enrollment packets to include: Residency Verification Sheet and Information; Emergency Contact Form, OSSE NSLP Meal Application, SPED Questionnaire, Home Language Survey, Health and Dental Forms, School Records Request Form. Parents will be required to prove DC Residency during the sessions and complete documents on site. Students are not considered to be officially enrolled until the enrollment packet is complete and residency has been verified.

All students will be accepted if the application total falls below our proposed enrollment. A true "virtual lottery" will be held if the application total is higher than our proposed enrollment number. Rolling admissions will start on March 17, 2011 if RWPCS has not met its enrollment target with heightened recruitment efforts starting at this time. Applications will no longer be accepted when the count reaches 150. Please refer to the Richard Wright PCS Enrollment Process for additional information.

After acceptance letters are mailed to students, they will have a deadline to complete the requisite documents for enrollment. Should they miss the deadline after three recorded attempts to obtain the information, they will be moved to the bottom of the waiting list. The first student on the list for the same grade will then be accepted.

#### **Non-District Residents**

Non-District residents wishing to enroll at RWPCS will need to follow the same protocols for D.C. residents and pay tuition. RWPCS tuition will equal the per-pupil

allocations provided by the Uniform Per Student Funding Formula during each fiscal school year.

### **Withdrawal**

Parents/guardians wishing to withdraw students must complete a Withdrawal Form. Transcripts, attendance records and medical forms will be available for pick-up or delivery within three days of the request.

### **Suspension and Expulsion**

Parents will be notified when students choose to disrupt the educational environment or threaten the safety of any member of the educational community. The student will then receive counseling, due process and assigned appropriate consequences. Repeated or major infractions may result in a conference with the parent, referrals to the Dean of Students or Head of School, detention, campus clean-up duty or suspension. More severe behaviors may warrant immediate expulsion.

## ***HUMAN RESOURCE INFORMATION***

### **KEY LEADERSHIP ROLES**

The Richard Wright Public Charter High School key leadership roles will be responsible for the designing and implementing programming and protocols for curriculum, instruction, discipline, and finance conducive for day-to-day operations. The RWPCS Management Team will be as follows:

- CEO/Head of School – Dr. Marco Clark (100%)
- Director of Curriculum and Instruction – Brendetta Starling (100%)
- Director of Performance Management – Crystal Williams (100%)
- Director of Business Operations – Alisha Charles (100%)
- Director of Special Education – Sadiqa Al-Salam (100%)
- College Counselor – TBA (100%)
- Dean of Students – TBA (100%)
- Administrative Assistant – Kara Sheler (100%)

**PLEASE FOLLOW WITH RESUMES IN APPENDIX E**

### **Legal Counsel**

Wyndal Banks Esq. will serve as Legal Counsel for RWPCS (See Appendix F)

### **QUALIFICATIONS OF SCHOOL STAFF**

RWPCS Hiring Committee will seek professionals who are eager and/or experienced in working with disenfranchised youth in urban school settings.

RWPCS seeks teachers who are:

- Inspired by the mission of RWPCS and passionate about the work of teaching
- Dedicated to making the RWPCS vision a reality
- Committed to ongoing professional growth and development
- “Highly Qualified” according to the No Child Left Behind Act
- Familiar with the “inclusion model” for students with specials as well as technology integration

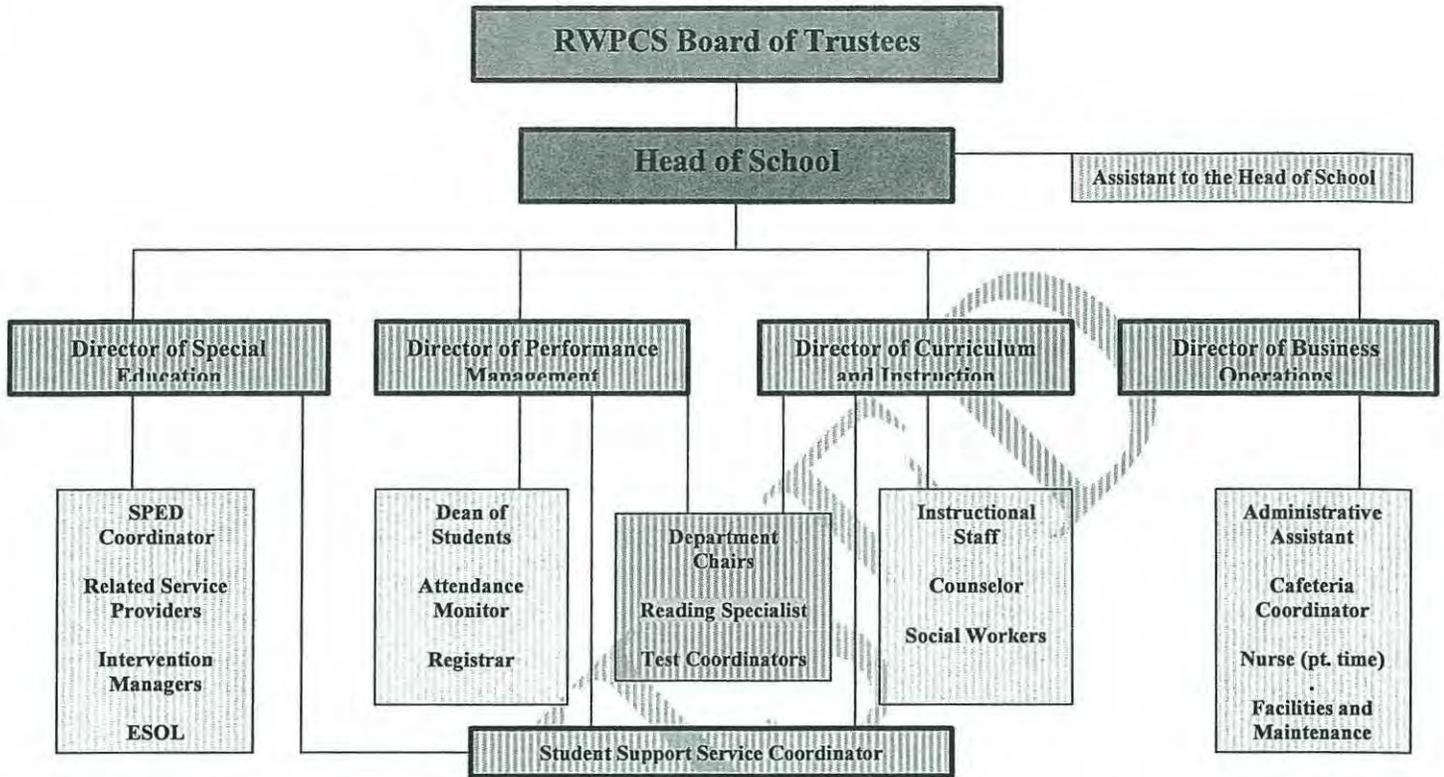
With local unemployment rates increasing, our recruitment efforts will be centralized within Washington, D.C., Maryland and Virginia. However, efforts will be made to attend fairs outside of this region depending on the hiring pool.

We will utilize DCJobs.com as our main source of searching, receiving and tracking potential candidates. We will have access to a vast database of resumes with certain criteria for non-profits and/or charter schools. We will enable online questionnaires and candidates will be able to instantly upload credentials for our review. RWPCS’ Hiring Committee will attend local job fairs and conduct our own internal fair if possible. We have budgeted funds for candidates who must travel here for the job interview.

Other non-instructional staff will be expected to possess a minimum of certification(s) for the desired positions and commit to continuing their education. In expecting all personnel to commit to continuing their education, we exemplify to the students that learning never stops.

As per *The National Child Protection Act of 1993, Pub. L. 103-209 -- Dec. 20, 1993, and the Amendment of the National Child Protection Act*, we will conduct background checks for all school personnel and volunteers prior to start dates. The Director of Business Operations will ensure all personnel will have a national background check conducted and complete I9 Forms completed and verified. RWPCS will use the District Government's cross referencing with the Federal Bureau of Investigation and the Department of Human Services for background checks. Funds will be budgeted to reimburse personnel for their individual background check.

# STAFFING PLAN



RWPCS' management, non-instructional, and instructional teams will consist of individuals committed and believing "experientia docet" – *Latin* for "experience teaches." We will teach that experiences not only teach students, but teach staff as well.

The Head of School will oversee the entire operation of instruction and fiscal management. He will employ the Director of Curriculum and Instruction to supervise the department chairs, reading specialist, instructional staff, test coordinator, college counselor and mental health team. Efforts in recruiting the Reading Specialist will include utilizing Business Week, the Library Council, Reading is Fundamental, as well as Local Colleges and Universities.

The Head of School will employ his Director of Performance Management to supervise the department chairs, test coordinator, Dean of Students, attendance monitor and registrar. He will employ the Director of Business Operations to supervise the administrative assistant, school nurse, cafeteria manager, and facilities and maintenance department.

He will employ the Director of Special Education to supervise the SPED coordinator, intervention managers, and the ESOL department. Our Student Support Service Coordinator will be responsible for a multitude of programming in efforts of supporting students with academics, behavior, and attendance. This position will need to report to

the directors of Curriculum and Instruction, Performance Management, and Special Education.

RWPCS' inaugural year will enroll 150 students. RWPC has diligently made great efforts to minimize class section sizes. Being cognizant of enrollment projections, we have budgeted for 10 full-time instructional staff members. Class sections will have no more than 25 students. The 10 teachers will be comprised of 2 English, 2 Math, 1 History, 2 Foreign Language, 1 Science, and 2 Electives. There will be one part-time (.5) ESL Director who will also instruct. The ESL Coordinator will be responsible for the coordination and planning of mandatory testing for ESL students as well as their immersion into English-only classes. The Director of Curriculum and Instruction will work with the Director of Special Education, Dean of Students, and mental health team to ensure that students requiring IEPs or 504 plans are receiving all mandated servicing. We will have a full-time special needs teacher. The full-time Director of SPED will ensure implementation of our "inclusion model" in Year One by frequently visiting classrooms.

Staffing model will change in subsequent years according to enrollment projections and anticipated per pupil allotments per the chart below. Please refer to Appendix G with staff projections for instructional and non-instructional staff for years one through seven (years 1-7).

## **EMPLOYMENT POLICIES**

### **Salaries**

To attract high quality teachers, our wage scale for first-year teachers is comparable to the School District for teachers with zero to five years experience and matches School District salaries for teachers with greater experience. RWPCS benefits are equivalent to those provided within our School District (inclusive of free medical and opportunity for IRAs). To be developed is RWPCS' bonus structure for teachers based on school and student performance. RWPCS seeks teacher ratio of 1:3 experienced (10-15 years) to less experienced (0-10 years)

RWPCS will contract staff and teachers meeting NCLB standards. We will fully incorporate all expectations and regulations within the DCPS School Reform Act. The Board of Trustees, the CEO/Head of School, and the Director of Business Operations along with legal counsel will collaborate, produce and execute employee handbooks to coincide with offered contract.

Degree(s) and or years of experience, additional class sections taught, may also be considered in addition to fair market rates.

### **Drug-Free School Zone**

RWPCS will follow mandated Federal and State regulations and demand a Drug-Free Zone. A "Drug-Free Zone" around RWPCS will offer our community one way to give its

students a place where they will not be threatened by drug dealers and drug users. We will work with organizations and the local police department's district commander to establish our school site as a "Drug-Free Zone".

### **Equal Opportunity Employer**

We will post notices and adhere to the Federal laws prohibiting job discrimination based on race, color, sex, national origin, religion, age, equal pay, disability and genetic information.

### **Contracts**

All personnel will be offered annual contracts that explain the teaching load and non-teaching responsibilities. In addition, the contract includes due process protections to ensure all personnel are treated fairly in the event of a dispute or unsatisfactory performance evaluation.

We will offer insurance plans inclusive of health, dental and vision. We will select a broker in efforts to enroll personnel for coverage. RWPCS will also afford staff the ability to plan or continue planning retirement annuities. Per DCPS and *The School Reform Act*, we will ensure continuation to contribute as deemed for all former DCPS employees hired by RWPCS.

### **Hiring and Dismissal Policies**

Offer of Contract will be given to individuals we wish to hire. Contracts will be signed and returned prior to start date. Contracts will be on a one-year term. There will be clear definition of contract being either full-time or part-time employment or will explain in detail the expectations and all conditions relative to employment. Hiring process will only be complete per resume, official transcript, licensure(s), background check, and I9 Form having been received in the business office prior to start date.

It will be explained in full detail per contract and employee handbook RWPCS rights, timeframes, and conditions for execution of voiding any and all parts of signed contracts.

### **Evaluations**

RWPCS believes that evaluation and supervision can encourage and facilitate professional growth while assessing performance. The primary goal of the teacher evaluation system is to help teachers improve their effectiveness. Evaluation is also a summative procedure which assesses individual performance of a teacher over a period of time, identifies the quality of educational practices and teaching performance, and provides detailed information for personnel practices relating to renewal, assignment, and dismissal.

It is a cooperative process with the responsibility for accomplishment shared by staff/teacher and evaluator. The staff member/teacher should be an active participant in all phases of the process. With the primary focus of evaluations being to improve skill

level, an effective system requires all employees to meet established performance expectations. Therefore the process for evaluation must clearly state performance expectations, must contain criteria. It is also vital that the evaluations system allow for and encourage productive dialogue, appropriate commendations, and when required, specific recommendations for improvement.

### **Staff/Teacher Evaluations**

The purposes of teacher evaluations are

- to improve the quality of instruction
- to provide for professional growth,
- to assess the quality of work for continued employment,
- to facilitate and improve communications and understanding between administration and staff,
- to provide verbal and written recognition for accomplishments,
- to assess the performance of teachers for the purpose of contract renewal, certificate recommendations, granting tenure, or dismissal.
- to improve employee skills and knowledge by identifying strengths and weaknesses

### **Teacher Evaluation**

Each year, the Director of Curriculum and Instruction will informally and formally evaluate teachers based on their instruction and on the effect of their teaching on student achievement. She will weight evaluations most heavily on improvement in the areas specified in the teacher's annual goals and the effect this improvement has had on achievement. Classroom observations will be ongoing process which assists teachers in delivering a high quality education for students by providing detailed information about current performance levels, noting areas needing improvement, and offering suggestions that are designed to enhance performance.

Informal Evaluation – Classroom Observations (minimum twice a week)

Formal Evaluation – January and May of each school year

### **Staff Evaluations**

The work of every non-instructional employee shall be appraised by his immediate supervisor and, where applicable, by the administrator in charge of the area of performance. Non-instructional staff will be evaluated in both December and May of each school year. Staff will be evaluated on professionalism, quality of their work, and school culture adherence and example.

### **Teacher/Staff Survey of Management**

The purpose of this annual survey is to provide management with opportunities to experience growth in their leadership abilities and to insure that high quality leaders are serving RWPCS. Surveys will be centered on these four (4) leadership qualities:

- Instructional – ability to influence the instructional program in positive ways.
- Organizational – ability to create and sustain an organizational culture that promotes high standards and expectations.
- Moral and Ethical – appropriate choices for the right reasons.
- Managerial – effective management of operational processes; information management; student behavior management; and facility management

## **VOLUNTEERS**

It will be conducive to incorporate volunteerism within the day-to-day operations at RWPCS. We will partner with media and community organizations and ask parents to volunteer up to five hours a year. Parent volunteerism in turn increases student participation in school activities and increases the success of teachers and student relationships. This will further the development of the student as a whole. Volunteers will be held to the same standards and expectations as hired personnel.

### ***Arrangements for Meeting District and Federal Requirements***

RWPCS will successfully meet or exceed all mandated Federal and District requirements. Respective staff will be trained and/or made aware of policies and procedures for said mandates.

## **HEALTH AND SAFETY**

RWPCS will ensure compliance with The DC School Reform Act codes §38-1802.02(11) and §38-1802.04(c)(4) in that all RWPCS students will comply with immunization and Department of Health regulatory mandates. Staff will be required to meet health and safety regulations as well. RWPCS will have on site staff certified CPR, first aid and emergency response.

## **SAFETY**

RWPCS will ensure compliance with meeting facility and building codes and safety requirements of the Americans with Disabilities Act. We will also comply with DC Code sec. 5-501 et seq (to include Section: 404-Fire and Evacuation, Section 405-Emergency Evacuation Drills, Section 406-Employee Training and Response Procedures, Section 407-Hazard Communication, Section 408-Use and Occupancy Related Requirements) for fire safety. RWPS will keep record of scheduled mandates, communications, and other documentation available for review.

## **TRANSPORTATION**

RWPCS will afford families participation in the District of Columbia's Subsidy Program for reduced for students living in Washington, DC. The Director of Special Education will make arrangements for our students with disabilities with the DC Public Schools Special Education Transportation Liaison.

## **ENROLLMENT DATA**

RWPCS will collect all necessary and mandated data for enrollment per §38-1802.04(c)(12) of the DC School Reform Act. DC Residency Verification, daily enrollment, and student demographic and identifying data will be collected and readily available for review.

## **MAINTENANCE AND DISSEMINATION OF STUDENT RECORDS**

RWPCS will utilize a web-based program for all student information. RWPCS will ensure compliance with requirements for DC Codes Section 29-501-Non-Profit Corporations Section 31-401 (Compulsory Attendance), 31-501-Immunization of Students, and lastly Section 31-601-Tuition of Non-Residents. Parents will assist in obtaining pertinent information by fully completing information forms and record release authorization forms to request student files from previous schools. We will also work with DCPS and other LEAs in obtaining said information as well.

## **COMPULSORY ATTENDANCE LAWS**

RWPCS will ensure compliance and meet requirements for daily attendance per the D.C. Compulsory Attendance Laws-DC Code 31-401. We will electronically record daily attendance for tracking purposes. All students attending RWPCS, even those of 18 years of age and older, will be held to the attendance laws and statutes set forth by D.C. Compulsory Attendance Laws.

## **IDEA AND 504 PLAN**

RWPCS will meet and uphold all compliance meeting all requirements of Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973.

## **TITLE I OF THE IMPROVING AMERICA'S SCHOOLS ACT**

Per the Improving America's Schools Act - Title I, RWPCS will ensure that all faculty meet the NCLB "Highly Qualified" (HQT) status. Inclusive of but not limited to: notices referencing teacher HQT status and school AYP status will be disclosed. Achieving AYP (math and English) and AYP attendance mandate for all categories of students to include English Language Learners, special need students, and economically disadvantaged students, will be met.

## **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia**

RWPCS will adhere to all federal and District civil rights regulations and mandates ensuring prohibition of discrimination based on race, creed, national origin, religion or gender against any employee, student, or volunteer as per Federal Civil Rights Statutes

(Civil Rights Act of 1964) and District of Columbia civil rights laws and statutes per sections §38-1802.02(11) and 38-1802.04(c)(5) of the DC School Reform Act

**Other**

RWPCS will ensure compliance and meet requirements of Title II of the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. All provide for welfare and protections for students and their families no matter race, creed, national origin, religion or gender.

REMOVED

## IMPLEMENTATION OF CHARTER

<b>CHARTER PETITION PRE-APPLICATION PROCESS AND ACTIVITIES</b>	<b>Complete</b>	<b>2009 Nov</b>	<b>Dec</b>	<b>2010 Jan</b>	<b>Feb</b>	<b>Mar</b>
<b>PREAPP PROCESS</b>						
<i>Focus Design Workshops</i>	X	X	X			
<i>Attend PCSB Tech Assist Workshop</i>	X	X	X			
<b>GOVERNANCE</b>						
<i>Recruit Founding Board</i>	X	X				
<i>Draft Mission/Philosophy</i>	X	X	X	X		
<i>Draft By-Laws and Article of Incorporation</i>	X	X	X	X		
<i>Draft Curriculum, Handbooks, Policies and Procedures</i>		X	X	X	X	X
<b>DEVELOPMENT/FUNDRAISING</b>						
<i>Create Online Fundraising Site</i>	X	X				
<i>Apply for Pre-Charter Planning Grants</i>					X	X
<b>FACILITY</b>						
<i>Create Real Estate Planning Group</i>	X	X				
<i>Identify Real Estate Wards 7 and 8</i>		X	X	X	X	X
<i>Preliminary ID of Location</i>			X	X	X	X
<i>Meet with Building Hope</i>	X		X	X		
<i>Meet with Management Realtor</i>				X	X	X
<b>FINANCES AND MANAGEMENT</b>						
<i>Establish school as legal entity (obtain EIN)</i>	X			X		
<i>Open Bank Account</i>				X	X	X
<i>Apply for Trade Name Rights</i>	X			X		
<i>Meet with Educational Solutions to Develop Budget Plan</i>	X		X	X		
<b>PARENT AND COMMUNITY OUTREACH</b>						
<i>Hold informal meeting with parents and community organizations to gauge interest in charter school for Journalism and Media Arts</i>		X	X	X	X	X
<b>ADMINISTRATIVE STRUCTURE AND STAFFING</b>						
<i>Draft Years 1-5 projected staffing plan for school</i>	X	X	X	X	X	
<i>Identify Curriculum and develop educational plan</i>	X	X	X	X	X	

<b>Charter Petition Process and Activities</b>	<b>Complete</b>	<b>2010 Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>2011 Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>
<i>Submit Petition to DCPCSB</i>		X																				
<i>Interview w/DCPCSB</i>		X	X																			
<i>Public Hearing</i>			X																			
<i>Notification of Approval</i>			X	X																		
<b>ACCOUNTABILITY</b>																						
<i>Ensure PMF is aligned with DCPCSB mandates</i>		X																				
<b>GOVERNANCE</b>																						
<i>Develop plan for Governance</i>	X																					
<i>Define role of Board of Trustees</i>	X																					
<i>Define Decision-making processes</i>	X																					
<i>Create and approve policies and rules</i>	X																					
<i>Vet Board Members</i>	X																					
<i>Board Approve By-Laws</i>		X																				
<i>Arrange Board Liabilities</i>			X	X	X																	
<i>Create Board Manuals</i>			X	X	X																	
<i>Create Board Meeting Calendar</i>			X	X	X	X																
<i>Seek additional Board Members/Expand Board (max at 15)</i>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Create Evaluative tools for Head of School</i>				X	X	X	X															
<i>Create Evaluative Tools for Board of Trustees</i>			X	X																		

Charter Petition Process and Activities	Complete	2010 Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	2011 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
	<b>EDUCATIONAL PLAN</b>																					
Hire Director of Curriculum and Instruction	X																					
Draft standards, scope and sequence, by grade and subject		X	X	X	X	X	X															
Develop School-wide Assessment System	X																					
Purchase Materials														X	X							
Develop Curriculum Maps		X	X	X	X	X	X															
Develop and finalize standardized and school-developed exam/assessment schedules	X																					
Develop Master Schedule																X	X	X				
Develop teacher and student schedules																		X	X			
Finalize academic calendar		X	X																			
<b>FINANCE MANAGEMENT</b>																						
Create strategic plan for finance management	X																					
Recalculate budget with actual enrollment numbers														X	X	X	X	X	X	X	X	X
Develop accounting procedures, fiscal controls, and policies	X																					
Identify check signers	X																					
Identify check writers	X																					
Define signature policies	X																					
Develop financial reporting templates			X	X	X	X	X															

<b>Charter Petition Process and Activities</b>	<b>Complete</b>	<b>2010 Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>2011 Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>
<i>Appoint Treasurer</i>		X	X																			
<i>Contract for insurances</i>		X	X																			
<i>Open Local Bank Account</i>		X	X																			
<i>Hire Director of Business Operations</i>	X																					
<i>Contract and implement payroll system</i>													X									
<i>Develop cash flow plan</i>	X																					
<i>Develop internal control policies and procedures</i>	X																					
<i>Create financial procedures manual</i>	X																					
<b>PURCHASING</b>																						
<i>Develop schedule for purchasing instructional materials, furniture, etc</i>									X	X	X	X										
<i>Purchase materials for instruction, furniture, etc</i>													X	X	X	X						
<b>FACILITIES/REAL ESTATE</b>																						
<i>Identify commercial real estate and architects to find short-term and perm facilities</i>			X	X	X	X	X	X														
<i>Identify 2 potential short-term options</i>			X	X	X	X	X	X														
<i>Contact Developers/owners</i>			X	X	X	X	X	X														
<i>Tour sites with commercial real estate professional</i>			X	X	X	X	X	X														
<i>Review leasehold improvement needs</i>			X	X	X	X	X	X														

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>
<i>Develop long range strategic facility plan</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Secure Financing</i>			X	X	X	X	X	X														
<i>Develop renovation plans</i>			X	X	X	X	X	X														
<i>Perform renovations</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
<i>Pass final inspection and recv Cert of Occupancy</i>																	X	X	X			
<i>Prepare building (offices, phones, internet, intranet, cabling, etc.)</i>																	X	X	X	X		
<b>HUMAN RESOURCES/PERSONNEL</b>																						
<i>Develop strategic recruitment and hiring plan</i>		X																				
<i>Write job descriptions</i>										X	X	X										
<i>Develop hiring policies and procedures</i>										X	X	X										
<i>Design benefits packages (health, dental, vision, 401(3)(b), etc)</i>										X	X	X										
<i>Hire Head of School</i>		X																				
<i>Recruit and Hire Director of Business Operations</i>		X																				
<i>Recruit and hire School Administrative Assistant</i>		X																				
<i>Recruit and hire teachers and learning specialists</i>														X	X	X	X	X	X			
<i>Recruit and hire Director of Special Education</i>		X																				

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>
<i>Recruit and hire Director of Performance Management</i>		X																				
<i>Recruit and hire Assistant to the Head of School</i>		X																				
<i>Recruit and hire Dean of Students</i>																X	X	X				
<i>Recruit and hire Security</i>														X	X	X	X					
<i>Negotiate and sign agreements with contracted services (i.e., IT, Facilities, etc)</i>															X	X	X					
<i>Develop professional development plans and schedules</i>																	X	X	X			
<i>Conduct start-up orientations for staff</i>																				X		
<i>Develop Faculty and Staff Handbook</i>										X	X	X										
<i>Develop staff evaluation policies and procedures</i>										X	X	X										
<b>PARENT/COMMUNITY OUTREACH/RECRUITMENT &amp; ENROLLMENT</b>																						
<i>Identify/establish community partnerships, organizations, etc</i>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Hold community info sessions, meetings, and other informal and formal announcements of Charter</i>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<i>Open Enrollment Period</i>												X	X	X	X	X	X	X	X	X	X	X
<i>Translate school documents</i>								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Conduct School Lottery</i>															X							

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>
<i>Establish Waitlist/repeat lottery</i>															X	X	X	X	X	X	X	
<i>Confirm acceptance</i>															X	X	X	X	X	X	X	
<i>Hold document collections sessions (residency, etc)</i>															X	X	X	X	X	X		
<i>Conduct Saturday Back to School Day</i>																				X		
<i>DC Verification</i>															X	X	X	X	X			
<b>MARKETING AND RECRUITMENT</b>																						
<i>Place ads in local newspapers, commercials on radio and TV</i>				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<i>Develop Website</i>				X																		
<i>Mail out brochures</i>					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<i>Develop admissions form and other enrollment documents</i>									X													
<b>CURRICULUM &amp; INSTRUCTION</b>																						
<i>Create content and performance binders by subject area and grade</i>		X	X	X	X	X	X															
<i>Draft standards, scope and sequence by grade and subject area</i>	X																					
<i>Develop School wide assessment system</i>	X																					
<i>Develop curriculum frameworks that include standard/indicator mapping for each course at each grade level</i>		X	X	X	X	X	X															

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	
<i>Create pacing guides and weekly progress charts that align with the daily objectives, instructional strategies for each course at each grade level</i>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
<i>Build daily lesson plans for each course at each grade level</i>																			X	X			
<i>Design model lesson plans for each semester</i>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
<i>Design summative benchmarks to evaluate teaching and learning for each semester</i>	X																						
<i>Review all components of the curriculum frameworks</i>	X																						
<i>Print materials for all teachers for review prior to orientation</i>													X	X	X	X	X	X	X				
<i>Implement School Curriculum Frameworks, monitor, continue to develop differentiated instruction to student as needed</i>																				X	X	X	
<b>ADMINISTRATIVE</b>																							
<i>Develop database for student reporting</i>													X										
<i>Develop attendance system</i>																			X				
<i>Create filing system</i>													X	X	X	X	X	X	X				
<i>Request student records</i>													X	X	X	X	X	X	X	X			
<i>Receive student records</i>													X	X	X	X	X	X	X	X			

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>
<b>SCHOOL CULTURE/CLIMATE</b>																						
Develop Code of Conduct	X																					
Develop Parent/Student Handbook													X	X	X	X	X	X				
Distribute culture practices																			X	X	X	
<b>SPECIAL EDUCATION &amp; ELL</b>																						
Identify SPED/504 population															X	X	X	X	X	X	X	X
Obtain student records													X	X	X	X	X	X	X	X		
Activate student support teams															X	X	X	X	X	X	X	X
Secure parent approvals																X	X	X	X	X	X	X
Hire/contract special service providers															X	X	X	X	X	X		
Purchase adaptive technologies, texts, etc															X	X	X	X	X	X	X	X
Conduct home language surveys																X	X	X	X	X		
Identify ELL Students in need of service																X	X	X	X	X		
Hire/contract ELL services															X	X	X	X	X	X		
Purchase appropriate materials to support learning for ELL															X	X	X	X	X	X	X	X
<b>HEALTH AND SAFETY</b>																						
Acquire all medical forms																					X	
Ensure parents complete all forms																					X	
Develop policy for non compliant parents																		X				
Hire contract a nurse																					X	X

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>
<i>Staff first aid certified and CPR</i>																X	X	X				
<i>Complete inspections (fire and bldg)</i>															X	X	X	X	X			
<i>Develop emergency drill policy, schedule and procedures</i>																			X	X	X	
<b>CONTRACT TRASH/SECURITY</b>																						
<i>Hire security coordinator for school</i>																X						
<i>Identify trash vendor</i>																X	X	X				
<b>FOOD SERVICE NSLP</b>																						
<i>Understand all relevant codes and procedures</i>	X																					
<i>Identify who qualifies for free, reduced meals</i>																X	X	X	X	X		
<i>Report to relevant agencies</i>																				X	X	
<i>Determine food service needs and arrangements</i>																X	X					
<i>Issue RFP</i>																		X				
<i>Select vendor and create contract</i>																			X			
<i>Sign Food Vendor Contract report to NSLP Program</i>																			X			
<i>Develop internal food service policies</i>																			X	X		
<b>STRATEGIC PARTNERSHIPS</b>																						
<i>Identify community, university, chart school, and business, journalism, media art partnerships</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

<b>Charter Petition Process and Activities</b>	<b>COMPLETE</b>	<b>2010 FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>2011 JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>
<i>Meet with potential partners</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Secure MOUs</i>														X	X	X	X	X	X	X		
<i>Develop evaluation plan for partnered programs</i>														X	X	X	X	X	X	X	X	X
<b>FUND DEVELOPMENT</b>																						
<i>Create strategic plan for fund development and fundraising</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Identify Fundraising Committees and teams</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Cultivate and Solicit Donors</i>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## **MAINTENANCE AND REPORTING OF ACADEMIC AND NON-ACADEMIC PERFORMANCE DATA**

RWPCS will contract with an information technology company to cover purchasing and maintenance for hardware (desktops, laptops, and printers), software, high-speed internet, intranet, school website, servers, filters, audio and visual equipment, and our phones system. The IT Company will offer the best solutions for affordable and accommodating services for technology.

RWPCS has chosen to purchase Powerschool. RWPCS must have a customized, web-based student information system enabling our ability to collect and utilize accurate attendance and data reporting for the state's requirements. We also prefer a system that would allow our parents to become involved with student performance and achievement on a regular basis and enable our administrators to work independently and assess student performance trends.

A key component of Powerschool is PowerTeacher which offers a wide array of functions to facilitate differentiated instruction, formative assessment, discipline management, and parent communication.

Powerschool allows fast upload/download capabilities of Excel Files. Powerschool allows storage of documents, data, and reports specific to our school, district, and federal mandates. Stored communications, as well as student academic reports can be e-mailed to or viewed by parents via online accessibility. This allows review at any time a student' real-time academic progress and other pertinent school information.

Other key functions of Powerschool are Daily and Class Attendance, Report Card Vaulting, Scheduling, Discipline Tracking, Accounting of Student Fees and Billing, Library, School Lunch, Health Compliance/Issues, E-Mail, and District Management.

Powerschool will allow RWPCS to be in the forefront of ease of accessibility for reporting and communications internally and externally. Powerschool will afford RWPCS abilities to control mandated reporting and record keeping for academic achievements, assessment data, attendance, discipline, and the NSLP Program, meeting compliance of storing and accessing information for staff, parents, students and federal and local governments.

Teachers will have better ease with online gradebooks, which hold real-time grades for students. Years One and Two, the Director of Performance Management, Director of Curriculum and Instruction, and the Administrative Assistant will be responsible for entering student demographic data into the database and ensuring grades are accurately reported. The Director of Business Operations will have ease of oversight for school meals utilizing Powerschool.

RWPCS will mail progress reports bi-weekly and quarterly report cards to parents one week past end of quarter. Grading will be discussed at parent/teacher conferences as well. Powerschool will allow for e-filing of mailed communications, inclusive of student academic reports. Parents will have online accessibility to review at any time student progress, and school information. Therefore, parents will not only receive mailed notifications of grades and/or corrective measures needed, such as Saturday School, but they will be able to track student progress in real-time online concluding their child's need for remediation.

All mandated reporting on academic achievements, assessment data, attendance, discipline, and the NSLP Program will be recorded and/or files for all compliance of storing and accessing information for staff, parents, students and federal and local government.

### **MAJOR CONTRACTS PLANNED**

To date, RWPCS has not signed or agreed to be serviced by any company for any facet of operations. However, we have been in communication with the following companies for contracts potentially over \$25,000.

- Revolution Foods for student meals
- Copier Workshop for leasing of copiers
- DH Lloyd for insurance coverage

### **ORIENTATION OF PARENTS, TEACHERS AND OTHER COMMUNITY MEMBERS**

Prior to the start of school, the Head of School and management team members will set short- and long-term goals for staff, students, and parents collaboratively.

A three-week staff development and training will occur prior to RWPCS' mandatory family orientation. Staff will hear and receive documentation with clear goals and expectations for RWPCS.

A mandatory Back-to-School Saturday session for all students and parents prior to the start of school will be conducted. Students and parents will receive schedules, meet respective teachers, hear and receive documentation about goals and expectations.

Partnering organizations and volunteers will learn more about our culture and expectations during the staff development week and the back-to-school session.

### **Services Sought from the District of Columbia Public Schools**

RWPCS for Journalism and Media intends to seek services from the DC Public Schools Local Education Agency and Office of the State Superintendent of Education for technical assistance and advance prior written notice as it relates to the following areas:

- **Reporting, Applications Deadlines** – Provide guidelines, advance written notice, templates and forms, and dissemination of information as it relates to federal and state reporting deadlines and applications.
- **Database System Access** – Provide access and technical assistance to relevant database systems including but not limited to: mediation, special education and general education student file information.
- **Transportation** – Provide transportation and choice options to RWPCS students, including those who require transportation as a part of their 504 plans and IEPs.
- **State Assessments and Evaluations** – Administer evaluations within the respective timelines set forth for special education consideration, transition and re-evaluation; as

well as general education students, 504 plan consideration and limited English proficiency. Provide information for state assessments.

- **Monitoring** – Provide administration and implementation of a funds awarded by the OSSE, conduct relevant audits, reports and site reviews.
- **Notification regarding eligibility for funds** – LEA provides advance notification and criteria for grant funds that RWPCS is eligible to receive and federal programs in which the charter school may participate.
- **Technical Assistance** – Disseminate relevant data and provide training and assistance that includes but it not limited to: policy, LEA procedures, programs, database systems, state assessments, state and federal regulations, mediation, supplemental services, reporting, transition and with applying to qualifying programs. Placement of students who do not demonstrate educational benefit given interventions while educated with non disabled students, or those who require a Special Education program or services on the “spectrum” not available at RWPCS.
- **Timely Dissemination of Information** – Advance prior written notice regarding: reporting, summer school programs, state assessments, site visits, audits, reviews, qualifying state and federal program application deadlines, student files, mediation, best practices, intent to transfer a student to RWPCS, Invitation to participate in meetings for children likely to be referred for transfer to RWPCS.

## PUBLIC CHARTER SCHOOL MISSION ACCOMPLISHMENT PLAN

### Richard Wright Public Charter School Performance Management Framework

#### Reading 2011-2012

**Mission:** *The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

**Priority #1:** Accelerate student achievement to meet and/or exceed Reading standards on DC CAS.

**School Goal:** By June 2012, RWPCS will meet or exceed requirements for Adequate Yearly Progress (AYP).

**Objective(s):** By 2012, RWPCS will have 75% Proficient rate on the DC CAS

**Assessment #1:** By end of first quarter, **Midterm Assessment (DC BAS)** data will show that at least 65% of students met or exceeded the passing score in Reading.

**Assessment #2:** By end of second quarter/semester **Scantron Performance Test Series** data will show that at least 70% of students met or exceeded the passing score in Reading.

**Assessment #3:** By end of third quarter, **Midterm Assessment (DC BAS)** data will show that at least 75% of students met or exceeded the passing score in Reading.

**Assessment #4:** By end of fourth quarter, **Scantron Performance Test Series** data will show that at least 80% of students met or exceeded the passing score in Reading.

#### Curriculum/Program

**Strategy #1: Implement an intensive 8<sup>th</sup> and 9<sup>th</sup> grade reading instructional program that focuses on DCPS Learning Standards to foster academic rigor.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Academic Camp (English)	2011-2012	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	DCPS Learning Standards  MCAS Released Items	<ul style="list-style-type: none"> <li>• DC BAS</li> <li>• Internal 10-day assessments</li> <li>• Princeton Review</li> <li>• Scantron Performance Test Series</li> </ul>

**Strategy #2: Student Educational Support (SES) – Provide support for students who are struggling academically. Research and plan reading strategies focusing on high performance through curriculum, instruction and professional development. Provide safety net structures, including afterschool programs.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
<ul style="list-style-type: none"> <li>• Extended learning opportunities</li> <li>• Afterschool College</li> </ul>	2011-2012	Dir. of C&I Dir. of Perf. Mgmt.	Classwork/Home work	<ul style="list-style-type: none"> <li>• Mid-term data</li> <li>• Internal 10-day assessments</li> <li>• Attendance rates</li> </ul>

<ul style="list-style-type: none"> <li>• Tutoring sessions</li> <li>• Saturday Academy</li> <li>• Homework Help Line (Online)</li> <li>• Coach Class</li> <li>• Project-based individual assignment</li> </ul>		Content Team Leaders	MCAS Released Items  Lesson plans Internal 10-day assessments	<ul style="list-style-type: none"> <li>• Teacher-reported data</li> <li>• Student work</li> </ul>
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**Assessments: Internal summative assessments and quizzes on a weekly basis**

**Strategy #3: Focus on improving classroom productivity by using data to improve instruction.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/Evidence</b>
a. Mid-term	2011-2012	Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	Lesson plans  Projects  Essays	<ul style="list-style-type: none"> <li>• Informal/Formal Observations</li> <li>• Learning Walks</li> <li>• Pass/Fail Rate</li> </ul>
b. Internal 10-day assessments	2011-2012	Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	MCAS Released Items  Coach Class  Classwork  Lesson Plans	<ul style="list-style-type: none"> <li>• Teacher-reported data</li> </ul>

**Professional Development: Focus on improving and building sound instructional practices and strategies.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/Evidence</b>
a. Content Area Meetings	2011-2012	Content Team Leaders	Mid-term/Grade-level progress reports	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
b. School-wide Professional Development	2011-2012	Head of School  Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	Consultants  Trainers  Technology  Academic best practices	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

## Mathematics 2011-2012

**Mission:** *The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

**Priority #2:** Accelerate student achievement to meet and/or exceed Math standards on the DC CAS.

**School Goal:** By June 2012, RWPCS will meet or exceed the requirements for Adequate Yearly Progress (AYP).

**Objective(s):** By 2012, RWPCS will have 75% Proficient rate on the DC CAS.

**Assessment #1:** By end of first quarter, **Midterm Assessment (DC BAS)** data will show that at least 65% of students have met or exceeded the passing score in Reading.

**Assessment #2:** By end of second quarter, **Scantron Performance Test Series** data will show that at least 70% of students have met or exceeded the passing score in Reading.

**Assessment #3:** By end of third quarter, **Midterm Assessment (DC BAS)** data will show that at least 75% of students have met or exceeded the passing score in Reading.

**Assessment #4:** By end of fourth quarter, **Scantron Performance Test Series** data will show that at least 80% of students have met or exceeded the passing score in Reading.

### Curriculum/Program

**Strategy #1: Set practices in all content area that model DC CAS.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Academic Camp (Math)	2011-2012	Content Team Leaders	DCPS Learning Standards  MCAS Released Items	<ul style="list-style-type: none"> <li>Mid-term data</li> <li>Internal 10-day assessments</li> </ul>

**Strategy #2: Implement an intensive 8<sup>th</sup> and 9<sup>th</sup> grade mathematics instruction program that focuses on DCPS Learning Standards to foster academic rigor.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
<ul style="list-style-type: none"> <li>Extended Learning Opportunities</li> <li>Afterschool tutoring activities</li> <li>Saturday Academy</li> </ul>	2011-2012	Head of School  Dir. of C&I	MCAS Released Items	<ul style="list-style-type: none"> <li>Mid-term data</li> <li>Internal 10-day assessments</li> <li>Student attendance</li> </ul>

<ul style="list-style-type: none"> <li>Homework Help Line (Online)</li> <li>Coach Class</li> <li>Project-Based Individual Assignments</li> <li>Structures to support students in literacy and mathematics</li> </ul>		Dir. of Perf. Mgmt. Content Team Leaders	Coach Class Lesson plans Classwork/Home work	<ul style="list-style-type: none"> <li>Teacher-reported data</li> </ul>
<ul style="list-style-type: none"> <li>Utilize curriculum standards in each subject area</li> <li>Observe curriculum alignment in all classrooms through Learning Walks</li> <li>Implement safety net structures to support students in literacy and mathematics</li> </ul>	2011-2012	Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	MCAS Released Items DC CAS Lesson Plans Assessments	<ul style="list-style-type: none"> <li>Mid-term data</li> <li>Internal 10-day assessments</li> <li>Student attendance</li> <li>Teacher-reported data</li> </ul>

**Assessments**

**Strategy #3: Analyze curriculum-based data and provide prescriptive instruction.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/Evidence</b>
a. Midterms	2011-2012	Teacher	Assessments	<ul style="list-style-type: none"> <li>RWPCS-published data</li> </ul>
b. Internal 10-day assessments	2011-2012	Content Team Leaders	MCAS Released Items Mid-term data Teacher-produced test	<ul style="list-style-type: none"> <li>Teacher-reported data</li> </ul>

**Strategy #4: Provide test training for teachers to create positive testing opportunities and preparation for mastery**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/Evidence</b>
a. Communicate testing information to staff members	2011-2012	Dir. of Perf. Mgmt. Content Team Leaders	OSSE Assessment Training	<ul style="list-style-type: none"> <li>Data reports</li> </ul>
b. Train teachers in appropriate testing protocol	2011-2012	Dir. of Perf. Mgmt. Content Team Leaders	School-based assessment training Assessment schedule	<ul style="list-style-type: none"> <li>Monitor assessment site</li> </ul>

<b>Interventions</b>				
<b>Strategy #5: Provide interventions for struggling students.</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Coach Class	2011-2012	Content Team Leader Math teacher	Curriculum	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>
b. Afterschool Tutoring	2011-2012	Math teacher	Curriculum Math Camp	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Grade Reports</li> <li>• Mid-term Data</li> </ul>
<b>Strategy #6: Incorporate instructional practices based on students' needs to stimulate interest in academics.</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Refine and extend instructional activities to connect subject area content/skills to real-world experiences	2011-2012	Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders Teacher Guidance counselor	Field trips Virtual Tours Guest Speakers Internships	<ul style="list-style-type: none"> <li>• Learning Packet</li> <li>• Survey</li> <li>• Documentation</li> </ul>
b. Provide opportunities for job shadowing and internships	2011-2012	Guidance counselor	Community partnerships	<ul style="list-style-type: none"> <li>• Student Apprenticeship</li> </ul>
<b>Professional Development</b>				
<b>Strategy #7: Provide professional development to all staff to enhance student achievement.</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Content area meetings	2011-2012	Content Team Leaders	Mid-term Data Grade-level progress reports	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
b. School-wide professional development	2011-2012	Head of School Dir. of C&I		<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

		Dir. of Perf. Mgmt.		
c. Administrative meetings	2011-2012	Content Team Leaders Head of School		<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

**Strategy #8: Provide opportunities for teachers to conduct staff development and build leadership capacity**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a Weekly team meeting	2011-2012	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Mid-term data Teacher-generated data	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

**Parental Involvement**

Objective	Activities	Contact	Start Date	End Date
RWPCS will be responsive and effective in building communication skills. Communication between parents, school, and community will be empowering.	<ul style="list-style-type: none"> <li>• Hold PTO and Parent Support Group meeting on Saturdays</li> <li>• Hold parent workshops</li> <li>• Require at least one staff member from each team to attend meetings to address issues</li> </ul>	Parent liaison Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders Teachers	9/2011	6/2012

Organize PTO that supports collaboration between parents, school, community and teachers.  
Parents will accumulate 5 hours of volunteer services by end of school year. Parent volunteers will help establish and maintain environment conducive to learning.

- Establish on-campus parent volunteer to disseminate info
- Create Parent Involvement Coordinator to circulate info and provide assistance with outside resources
- Allow volunteers to support school by tutoring, working in main office and chaperoning field trips.

## Reading 2012-2013

**Mission:** *The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

**Priority #1:** Accelerate student achievement to meet and/or exceed Reading standards on the DC CAS.

**School Goal:** By June 2013, RWPCS will meet or exceed requirements for Adequate Yearly Progress (AYP).

**Objective(s) #1:** By 2013, RWPCS will have 80% proficient rate on the DC CAS.

**Assessment #1:** By end of first quarter, **Midterm Assessment (DC BAS)** data will show that at least 68% of students have met or exceeded the passing score in Reading.

**Assessment #2:** By end of second quarter, **Scantron Performance Test Series** data will show that at least 73% of students have met or exceeded the passing score in Reading.

**Assessment #3:** By end of third quarter, **Midterm Assessment (DC BAS)** data will show that at least 78% of students have met or exceeded the passing score in Reading.

**Assessment #4:** By end of fourth quarter, **Scantron Performance Test Series** data will show that at least 83% of students have met or exceeded the passing score in Reading.

### Curriculum/Program

**Strategy #1: Implement an intensive 8<sup>th</sup> and 9<sup>th</sup> grade reading instructional program that focuses on DCPS Learning Standards to foster academic rigor.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Academic Camp (English)	2012-2013	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	DCPS Learning Standards, MCAS Released Items	<ul style="list-style-type: none"> <li>• DC BAS</li> <li>• Internal 10-day assessments</li> <li>• Princeton Review</li> <li>• Scantron Performance Test Series</li> </ul>

**Strategy #2: Student Educational Support (SES) – Provide support for students who are struggling academically. Research and plan reading strategies focusing on high performance through curriculum, instruction and professional development. Provide safety net structures, including afterschool programs.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
<ul style="list-style-type: none"> <li>• Extended learning opportunities</li> <li>• Afterschool College</li> <li>• Tutoring sessions</li> <li>• Saturday Academy</li> </ul>	2012-2013	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Class/Homework MCAS Released Items	<ul style="list-style-type: none"> <li>• Mid-term data</li> <li>• Internal 10-day assessments</li> <li>• Attendance rates</li> <li>• Teacher-reported data</li> <li>• Student work</li> </ul>

<ul style="list-style-type: none"> <li>• Homework Help Line (Online)</li> <li>• Coach Class</li> <li>• Project-based individual assignment</li> </ul>			Lesson Plans  Internal Assessments	
<b>Assessments: Internal Summative Assessments and quizzes on a weekly basis</b>				
<b>Strategy #3: Increase classroom productivity by using data to improve instruction.</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Mid-term	2012-2013	Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	Lesson plans  Projects  Essays  Assessments	<ul style="list-style-type: none"> <li>• Informal/Formal observations</li> <li>• Learning Walks</li> <li>• Pass/Fail Rate</li> </ul>
b. Internal 10-day assessments	2012-2013	Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	MCAS Released Items  Coach Class  Classwork  Lesson Plans	<ul style="list-style-type: none"> <li>• Teacher-reported data</li> <li>• Informal/Formal observations</li> <li>• Learning Walks</li> <li>• Pass/Fail Rate</li> </ul>
<b>Professional Development: Focus on improving and building sound instructional practices and strategies</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/Evidence</b>
a Content Area Meetings	2012-2013	Team Leaders	Mid-term data  Grade-level progress reports	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
b. School-wide Professional Development	2012-2013	Head of School  Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	Consultants  Trainers  Technology  Academic Best Practices	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

## Mathematics 2012-2013

**Mission:** *The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

**Priority #2:** Accelerate student achievement to meet and/or exceed standards set in Math on the DC CAS

**School Goal:** By June 2013, RWPCS will meet or exceed the requirements for Adequate Yearly Progress (AYP).

**Objective(s):** By 2013 RWPCS will have a 80% Proficient rate on the DC CAS for students

**Assessment #1:** By end of first quarter, **Midterm Assessment (DC BAS)** data will show that at least 68% of students have met or exceeded the passing score in Reading.

**Assessment #2:** By end of second quarter **Scantron Performance Test Series** data show that show at least 73 % of students have met or exceeded the passing score in Reading.

**Assessment #3:** By end of third quarter, **Midterm Assessment (DC BAS)** data will show that at least 78% of students have met or exceeded the passing score in Reading.

**Assessment #4:** By end of fourth quarter, **Scantron Performance Test Series** data will show that at least 83% of students have met or exceeded the passing score in Reading.

### Curriculum/Program

**Strategy #1: Set practices in all content area that model DC CAS**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Academic Camp (Math)	2012-2013	Content Team Leaders	DCPS Learning Standards  MCAS Released Items	<ul style="list-style-type: none"> <li>• Mid-term Data</li> <li>• Internal 10-day Assessments</li> </ul>

**Strategy #2: Implement an intensive mathematics instructional program in the 8<sup>th</sup> and 9<sup>th</sup> grades that focuses on DCPS Learning Standards to foster academic rigor.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
<ul style="list-style-type: none"> <li>• Extended learning opportunities</li> <li>• Afterschool tutoring</li> <li>• Saturday Academy</li> <li>• Homework Help Line (Online)</li> </ul>	2012-2013	Head of School  Dir. of C&I  Dir. of Perf. Mgmt.	MCAS Released Items  Coach Class	<ul style="list-style-type: none"> <li>• Mid-term data</li> <li>• Internal 10-day assessments</li> <li>• Attendance rates</li> <li>• Teacher-reported data</li> </ul>

<ul style="list-style-type: none"> <li>Coach Class</li> <li>Project-based individual assignments</li> <li>Structures to support students in literacy and mathematics</li> </ul>		Content Team Leaders	Student work Lesson Plans Teacher generated Assessments	
<ul style="list-style-type: none"> <li>Utilize curriculum standards in each subject</li> <li>Observe curriculum alignment through Learning Walks</li> <li>Implement structures to support students in literacy and mathematics</li> </ul>	2012-2013	Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	MCAS Released Items DC CAS Lesson Plans Assessments	<ul style="list-style-type: none"> <li>Mid-term Data</li> <li>Internal 10-day assessments</li> <li>Attendance rates</li> <li>Teacher-reported data</li> </ul>

**Assessments**

**Strategy #3: Analyze curriculum-based data and provide prescriptive instruction.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Midterms	2012-2013	Teacher	Assessments	RWPCS-published data
b. Internal 10-day assessments	2012-2013	Content Team Leaders	MCAS Released Items Midterm data Teacher-produced Test	Teacher-reported data

**Strategy #4: Provide test training for teachers**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Communicate testing information to staff members	2012-2013	Dir. of Perf. Mgmt. Content Team Leaders	OSSE assessment training	<ul style="list-style-type: none"> <li>Data reports</li> </ul>
b. Train teachers in appropriate testing protocol	2012-2013	Dir. of Perf. Mgmt. Content Team Leaders	School-based assessment training Assessment	<ul style="list-style-type: none"> <li>Monitor assessment site</li> </ul>

			schedule	
Interventions				
Strategy #5: Provide interventions for students as needed				
Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Coach Class	2012-2013	Content Team Leader Math Teacher	Curriculum	<ul style="list-style-type: none"> <li>Attendance rates</li> </ul>
c. After-School Tutoring	2012-2013	Math Teacher	Curriculum Math Camp	<ul style="list-style-type: none"> <li>Attendance rates</li> <li>Grade reports</li> <li>Interim data</li> </ul>
Strategy #6: Incorporate instructional practices based on students' needs to stimulate their interest in school				
Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Refine and extend instructional activities to connect subject area content/skills to real-world experiences	2012-2013	Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders Teacher Guidance counselor	Field trips Virtual Tours Guest Speakers Internships	<ul style="list-style-type: none"> <li>Learning Packet</li> <li>Survey</li> <li>Documentation</li> </ul>
b. Provide opportunities for job shadowing and internships	2012-2013	Guidance counselor	Community partnerships	<ul style="list-style-type: none"> <li>Student Apprenticeship</li> </ul>
Professional Development				
Strategy #7: Professional development will be provided to all staff in an effort to improve student achievement.				
Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Content area meetings	2012-2013	Content Team Leaders	Midterm data Grade-level progress reports	<ul style="list-style-type: none"> <li>Attendance</li> <li>Meeting Notes</li> <li>Evaluation Forms</li> </ul>
b. School wide professional development	2012-2013	Head of School Dir. of C&I Dir. of Perf. Mgmt.		<ul style="list-style-type: none"> <li>Attendance</li> <li>Meeting Notes</li> <li>Evaluation Forms</li> </ul>

		Content Team Leaders		
c. Administrative Meetings	2012-2013	Head of School		<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
<b>Strategy #8: Provide opportunities for teachers to conduct staff development and build leadership capacity</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a Weekly Team Meeting	2012-2013	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Midterm data Teacher - generated Data	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

<b>Parental Involvement</b>				
<b>Objective</b>	<b>Description of Parental Involvement Activities</b>	<b>Contact</b>	<b>Start Date</b>	<b>End Date</b>
RWPCS will be responsive and effective in building communication skills. Communication between parents, school, and community will be empowering.	<ul style="list-style-type: none"> <li>• Hold PTO and Parent Support Group meeting on Saturdays</li> <li>• Hold parent workshops</li> <li>• Require at least one staff member from each team to attend meetings to address issues</li> </ul>	Parent liaison Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders Teachers	9/2012	6/2013

<p>Organize PTO that supports collaboration between parents, school, community and teachers. Parents will accumulate 5 hours of volunteer services by end of school year. Parent volunteers will help establish and maintain environment conducive to learning.</p>	<ul style="list-style-type: none"> <li>• Establish on-campus parent volunteer to disseminate info</li> <li>• Create Parent Involvement Coordinator to circulate info and provide assistance with outside resources</li> <li>• Allow volunteers to support school by tutoring, working in main office and chaperoning field trips.</li> </ul>			
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## Reading 2013-2014

**Mission:** *The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.*

**Priority #1:** Accelerate student achievement to meet and/or exceed Reading standards on DC CAS.

**School Goal:** By June 2014, RWPCS will meet or exceed the requirements for Adequate Yearly Progress (AYP).

**Objective(s):** By 2014, RWPCS will have 87% Proficient rate on the DC CAS for students

**Assessment #1:** By end of first quarter, **Midterm Assessment (DC BAS)** data will show that at least 70% of students met or exceeded the passing score in Reading.

**Assessment #2:** By end of second quarter, **Scantron Performance Test Series** data will show that at least 76% of students met or exceeded the passing score in Reading.

**Assessment #3:** By end of third quarter, **Midterm Assessment (DC BAS)** data will show that at least 80% of students met or exceeded the passing score in Reading.

**Assessment #4:** By end of fourth quarter, **Scantron Performance Test Series** data will show that at least 85% of students met or exceeded passing score in Reading.

### Curriculum/Program

**Strategy #1:** Implement an intensive 8<sup>th</sup> and 9<sup>th</sup> grade reading instructional program that focuses on DCPS Learning Standards to foster academic rigor.

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Academic Camp (English)	2013-2014	Dir. of C&I	DCPS Learning	<ul style="list-style-type: none"> <li>• DC BAS</li> </ul>

		Dir. of Perf. Mgmt. Content Team Leaders	Standards MCAS Released Items	<ul style="list-style-type: none"> <li>• Internal 10-day assessments</li> <li>• Princeton Review</li> <li>• Scantron Performance Test Series</li> </ul>
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**Strategy #2: Student Educational Support (SES) – Provide support for students who are struggling academically. Research and plan reading strategies focusing on high performance through curriculum, instruction and professional development. Provide safety net structures, including afterschool programs.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
<ul style="list-style-type: none"> <li>• Extended learning opportunities</li> <li>• Afterschool College</li> <li>• Tutoring sessions</li> <li>• Saturday Academy</li> <li>• Homework Help Line (Online)</li> <li>• Coach Class</li> <li>• Project-based individual assignment</li> </ul>	2013-2014	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Classwork/Home work MCAS Released Items Lesson plans Internal 10-day assessments	<ul style="list-style-type: none"> <li>• Midterm Data</li> <li>• Internal 10-day assessments</li> <li>• Attendance rates</li> <li>• Teacher -reported data</li> <li>• Student work</li> </ul>

**Assessments: Internal Summative Assessments and quizzes on a weekly basis**

**Strategy #3: Focus on improving classroom productivity by using data to improve instruction.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Midterm	2013-2014	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Lesson plans Projects Essays Assessments	<ul style="list-style-type: none"> <li>• Informal /Formal Observations</li> <li>• Learning Walks</li> <li>• Pass/Fail Rates</li> </ul>
b. Internal 10-day assessments	2013-2014	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	MCAS Released Items Coach Class Classwork	<ul style="list-style-type: none"> <li>• Teacher-reported data</li> <li>• Informal /Formal Observations</li> <li>• Learning Walks</li> <li>• Pass/Fail Rates</li> </ul>

				Lesson Plans	
<b>Professional Development: Focus on improving and building sound instructional practices and strategies.</b>					
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/Evidence</b>	
a. Content area meetings	2013-2014	Team Leaders	Midterm /Grade level progress reports	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>	
b. School wide Professional Development	2013-2014	Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Consultants Trainers Technology Academic Best Practices	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>	

## Mathematics 2013-2014

**Mission:** The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment and connecting them to the classics and modern languages. Our curriculum focuses on strong writing skills and vocabulary, allowing students to surpass their counterparts in the District of Columbia and nationwide.

**Priority #2:** Accelerate student achievement to meet and/or exceed Math standards on DC CAS.

**School Goal:** By June 2014, RWPCS will meet or exceed the requirements for Adequate Yearly Progress (AYP).

**Objective(s):** By 2014, RWPCS will have 87% Proficient rate on DC CAS.

**Assessment #1:** By end of first quarter, *Midterm Assessment (DC BAS)* data will show that at least 70% of students met or exceeded the passing score in Reading.

**Assessment #2:** By end of second quarter, *Scantron Performance Test Series* data will show that at least 76% of students met or exceeded the passing score in Reading.

**Assessment #3:** By end of third quarter, *Midterm Assessment (DC BAS)* data will show that at least 80% of students met or exceeded the passing score in Reading.

**Assessment #4:** By end of fourth quarter, *Scantron Performance Test Series* data will show that at least 85% of students met or exceeded the passing score in Reading.

### Curriculum/Program

**Strategy #1:** Set practices in all content area that model DC CAS.

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Academic Camp (Math)	2013-2014	Content Team Leaders	DCPS Learning Standards  MCAS Released Items	<ul style="list-style-type: none"> <li>• Mid-term data</li> <li>• Internal 10-day assessments</li> </ul>

**Strategy #2: Implement an intensive 8<sup>th</sup> and 9<sup>th</sup> grade mathematics instructional program that focuses on DCPS Learning Standards to foster academic rigor.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
<ul style="list-style-type: none"> <li>• Extended learning opportunities</li> <li>• Afterschool tutoring</li> <li>• Saturday Academy</li> <li>• Homework Help Line (Online)</li> <li>• Coach Class</li> <li>• Project-based individual assignments</li> <li>• Structures to support students in literacy and mathematics</li> </ul>	2013-2014	Head of School  Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	MCAS Released Items  Coach Class  Student work  Lesson plans  Teacher-generated assessments	<ul style="list-style-type: none"> <li>• Mid-term Data</li> <li>• Internal 10-day assessments</li> <li>• Attendance rates</li> <li>• Teacher-reported data</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize the curriculum standards in each subject area</li> <li>• Observe for curriculum alignment in all classrooms through Learning Walks.</li> <li>• Implement safety net structures to support students in literacy and mathematics</li> </ul>	2013-2014	Head of School  Dir. of C&I  Dir. of Perf. Mgmt.  Content Team Leaders	MCAS Released Items  DC CAS  Lesson plans  Assessments	<ul style="list-style-type: none"> <li>• Mid-term Data</li> <li>• Internal 10-day assessments</li> <li>• Attendance rates</li> <li>• Teacher-reported data</li> </ul>

**Assessments**

**Strategy #3: Analyze curriculum-based data and provide prescriptive instruction.**

Activities	Timeline	Contact	Resources	Evaluation/Monitoring/ Evidence
a. Mid-Terms	2013-2014	Teacher	Assessment	<ul style="list-style-type: none"> <li>• RWPCS-published data</li> </ul>
b. Internal 10-day assessments	2013-2014	Content Team Leaders	MCAS Released Items	<ul style="list-style-type: none"> <li>• Teacher-reported data</li> </ul>

			Midterm data	
			Teacher - produced test	

**Strategy #4: Provide test training for teachers.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Communicate testing information to staff members	2013-2014	Dir. of Perf. Mgmt. Content Team Leaders	OSSE Assessment Training	<ul style="list-style-type: none"> <li>Data reports</li> </ul>
b. Train teachers in appropriate testing protocol	2013-2014	Dir. of Perf. Mgmt. Content Team Leaders	School-based assessment training  Assessment schedule	<ul style="list-style-type: none"> <li>Monitor assessment site</li> </ul>

**Interventions**

**Strategy #5: Provide interventions for struggling students.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Coach Class	2013-2014	Content Team Leader  Math Teacher	Curriculum	<ul style="list-style-type: none"> <li>Attendance</li> </ul>
c. Afterschool tutoring	2013-2014	Math Teacher	Curriculum  Math Camp	<ul style="list-style-type: none"> <li>Attendance</li> <li>Grade reports</li> <li>Mid-term data</li> </ul>

**Strategy #6: Incorporate instructional practices based on students' needs to stimulate interest in academics.**

<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a. Refine and extend instructional activities to connect subject area content/skills to real-world experiences	2013-2014	Head of School  Dir. of C&I  Dir. of Perf. Mgmt.	Field trips Virtual Tours Guess Speakers Internships	<ul style="list-style-type: none"> <li>Learning Packet</li> <li>Survey</li> <li>Documentation</li> </ul>

		Content Team Leaders Teacher Guidance counselor		
b. Provide opportunities for job shadowing and internships	2013-2014	Guidance counselor	Community partnerships	Student Apprenticeship
<b>Professional Development</b>				
<b>Strategy #7: Provide professional development to all staff to enhance student achievement.</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a Content Area Meetings	2013-2014	Content Team Leaders	Midterm Data Grade-level progress reports	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
b. School wide Professional Development	2013-2014	Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders		<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
c. Administrative Meetings	2013-2014	Head of School		<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>
<b>Strategy #8: Provide opportunities for teachers to conduct staff development and build leadership capacity.</b>				
<b>Activities</b>	<b>Timeline</b>	<b>Contact</b>	<b>Resources</b>	<b>Evaluation/Monitoring/ Evidence</b>
a Weekly Team Meeting	2013-2014	Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders	Midterm data Teacher-generated data	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meeting Notes</li> <li>• Evaluation Forms</li> </ul>

Parental Involvement				
Objective	Description of Parental Involvement Activities	Contact	Start Date	End Date
RWPCS will be responsive and effective in building communication skills. Communication between parents, school and community will be empowering.	<ul style="list-style-type: none"> <li>• Hold PTO and Parent Support Group meeting on Saturdays</li> <li>• Hold parent workshops</li> <li>• Require at least one staff member from each team to attend meetings to address issues</li> </ul>	Parent liaison Head of School Dir. of C&I Dir. of Perf. Mgmt. Content Team Leaders Teachers	9/2013	6/2014
Organize PTO that supports collaboration between parents, school, community and teachers. Parents will accumulate 5 hours of volunteer services by end of school year. Parent volunteers will help establish and maintain environment conducive to learning.	<ul style="list-style-type: none"> <li>• Establish on-campus parent volunteer to disseminate info</li> <li>• Create Parent Involvement Coordinator to circulate info and provide assistance with outside resources</li> <li>• Allow volunteers to support school by tutoring, working in main office and chaperoning field trips.</li> </ul>			

**CERTIFICATIONS**

REVISED

## BUDGET

### PRE-OPENING EXPENSES

The budget and cash flow for Year 1 are attached (see Appendix H-Attachment 1 and Appendix H-Attachment 2). Note that the School has prioritized investment in student and staff recruiting relative to the budgets we reviewed from past applications. It is fortunate to be able to continue to draw extensively on volunteer time from members of the Founding Group through next year. The cash flow projection is not showing any fundraising support in the spirit of conservatism, though the School will apply for Walton start-up funds once approved and does plan to be aggressively fundraising during the year. Funds raised will be used to increase the spending described below and in particular to move forward the fulltime presence of the leadership team. See below for a brief discussion of spending by budget category.

*Federal Entitlements:* The School has budgeted straight-line receipt of \$180,000 in Title V-b money over eleven months beginning in August to allow for application processing time. Should there be delays in payment of these funds, the Head of School will defer his salary until funds are received.

*Principal/Executive Salary:* The Head of School will be working fulltime on the project from the day approval is obtained. He will begin drawing a 50% salary (\$42,500 over 11 months) on August 1, 2010.

*Other Education Professional Salaries:* The position budgeted as Director of Curriculum/Instruction will come on board fulltime on January 1, 2011 at the full budgeted salary level.

*Business/Operations Salaries:* The position budgeted as Director of Business and Operations will come on board fulltime on January 1, 2011 at the full budgeted salary level.

*Contracted Staff:* This line is a placeholder for temporary or part-time labor needs. It is relatively large to give the School flexibility to hire part-time staff with specialized expertise to help during the launch.

*Employee Benefits:* Benefits reflect payroll taxes which are modeled at 9% of salaries.

*Miscellaneous Student Costs:* *Miscellaneous Student Costs:* This line refers to student recruiting expenses. In addition to direct personal outreach to families by the Founding Group and staff, the School plans to spend aggressively on advertising including bus ads, print media ads, web site, and door hangers.

*Rent:* Note that the School has not budgeted rent expense during the pre-opening year. The plan is to try to find donated office space (or barring that work from a Founding Team Member's home). This is a potential use of fundraising spending should it materialize.

*Telephone/Telecommunications:* Cell phone expenses covered beginning in January.

*Legal, Accounting, and Payroll Services:* These include legal fees as well as charges for basic accounting services, budgeting, set up, and reporting.

*Printing and Copying:* Placeholder to cover printing and copying needs, particularly anticipated with respect to student and staff recruiting.

*Postage:* Expect to have needs there, especially with respect to student and staff recruiting.

*Insurance:* Though the School will not yet have students, it has budgeted to carry liability insurance.

*Other General Expense:* This represents money set aside for teacher recruiting expenses such as print/web advertising and trips to recruiting fairs. It also includes funds for background checks.

### BUDGET NARRATIVE

#### *Methodology*

The technical portion of the budgeting process for this charter application was handled by Bryan Patten, who spent 5 ½ years as Chief Financial Officer of Cesar Chavez Public Charter Schools. One

of his core responsibilities at Chavez was to build annual operating budgets and cash flow projections for Chavez's three campuses, two of which served high school grades. Two new campuses were launched during his tenure. Mr. Patten thus brought extensive personal experience building budgets for D.C. charters with characteristics similar to the School's to this process.

In terms of the budgeting process itself, the first step was a conversation between Mr. Patten and the Founding Team to discuss the nature of the School's model. Mr. Patten then prepared an initial draft budget drawing on his personal experience and expertise at building budgets for D.C. charter high schools. To reduce the risk that the work product would be distorted by peculiarities of his own experience at Chavez, he then downloaded the 2009-10 budgets for three charter high schools (Young America Works, WMST, and Hospitality) chosen at random from the PCSB web-site and mapped them to the application format to use as benchmarks. He also keyed in the two-year budget from a recent successful charter applicant (Washington Yu Ying) and added it to the benchmark file. He then identified reasonable drivers for each budget line item (e.g. enrollment, square footage, salaries) and used them to normalize the budget totals. The detailed benchmark table is reported as Appendix H-Attachment 3.

As a final step, he collapsed all of benchmarks and the Richard Wright budget into the broad category headings (Direct Student Expenses, Occupancy Expenses, etc) reported on the application budget and calculated per pupil values. See Appendix H-Attachment 4 for this table. He then revised his own initial budget estimates and engaged the Founders in conversations to settle on a budget that fell reasonably within his own experience, the programmatic needs of the founders, and the comparables provided by the benchmarks. The Year 1 Budget, Year 2 Budget, and 5-Year Budgets are Appendix H-Attachments five, six, and seven respectively.

#### *Revenues*

**District Revenues:** District Revenues in aggregate averaged \$13,709/student, compared with an average of \$14,996 for the Benchmark group. The below-Benchmark total is reflective of three factors:

- i) In Year 1, 50% of the School's students are 8<sup>th</sup> graders, who received \$1,150 less per pupil in 2009-10 than high school students. Most of the schools in the Benchmark Group are pure high schools.
- ii) The School discounted all revenue forecasts by 1.5% to allow for enrollment audit issues.
- iii) WMST's benchmark budget had an inexplicably large facilities allotment (\$3,399/pupil), suggesting either a budgeting error or that they had included items beyond District funding in that line.

In terms of the individual line-item budgets, Per Pupil Charter Payments amounted to \$10,951/pupil in Year 1. Estimated enrollment (net of the 1.5% discount for enrollment audit issues) was multiplied by estimates of the per pupil funding formula. Per pupil funding levels were held flat for 2010-11 and increased by 3% for 2011-12 and beyond. ELL and Special Education percentages in the population were estimated based on comparables for a Ward 7 charter high school (Cesar Chavez's Parkside Campus). Summer school assumed a mandatory 120-hour program beginning in Year 2 and allowed for 10% fall to summer attrition rate. See the business plan sources of funding section for more detail on this and other revenue sources. The per pupil facilities allotment was \$2,758/pupil in Year 1. District per pupil facilities funding was conservatively assumed to be constant at today's \$2,800 level throughout the five-year period covered by these budgets. Note that the \$2,758 number reflects a 1.5% discount off of \$2,800/student to allow for enrollment audit issues.

**Federal Revenues:** For Federal Funding, the aggregate total for the school was \$3,064/student vs. an average among the Benchmark Group of \$1,996. Most of the difference is attributable to the presence of Title V-b start-up funds in this category, which weren't present for the majority of the Benchmark Group. In terms of the detail line items, Federal entitlements were modeled at \$2,665/pupil. This includes \$260K in years 1 and 2 for Title V-b funds. For Titles I-a, II-b, and IV-a, projections were generated by calculating 2009-10 Federal Title Funding/Low Income Student for Cesar Chavez PCS and multiplying that number by the estimated number of low income students for the School. Funding levels were assumed to increase 3%/year from current levels and low income percentage at the School was modeled at 82.3% based on the Chavez Parkside comparable. Other Government Grants includes Priority I e-rate funding (estimated at 80% of phone and internet bills) and the federal portion of school lunch revenue (current reimbursement rates escalated at 3%/year multiplied by consumption, which was assumed to be 64% of enrollment on a daily basis for lunch and 48% for breakfast).

**Other Revenues:** Other Revenues came in at \$129/student vs. the average in the Benchmark Group of \$1,119. The difference reflects conservative budgeting with respect to fundraising projections for the School. Fundraising was budgeted at \$10K/year grown only at inflation until Year 4. At that point, it is increased to \$75K, reflecting a modest assumed increase due to the hiring of a fulltime development director. Activity Fees are budgeted at \$42/student and consist of school lunch/breakfast paid fees. In calculating these, fee charged to student are set to bring the paid and reduced lunch total collections up to free student levels. Only 50% of eligible funds are assumed to be collected out of conservatism and to reflect the fact that no student will be forced to go without lunch at the School, even if they are not in the Lunch Program and forget their lunch money. Finally, the Other Income line reflects an estimate of interest income earned on operating funds plus accumulated surplus. The average interest rate is assumed to be .75%.

#### *Expenses*

**Personnel Salaries and Benefits:** At an aggregate level, Personnel and Salaries accounted for just over 50% of the School's overall budget. This conforms with the rule of thumb that fully loaded charter salaries in D.C. typically account for 50-60% of total revenue. It was lower than the average of \$10,900/pupil among the Benchmark Group, though is roughly in-line with Yu Ying's first year budget, lending credibility to the number. See below for a discussion of the block schedule the school is running, which accounts for most of the difference relative to the Benchmark Group.

In terms of the details, teacher salaries constitute the largest single line. The School is running a block schedule. Economically, this is a very efficient scheduling pattern because it creates a relatively high ratio of teacher course load to student course load and allows fewer teachers to cover more students while holding average class-size constant. Grade-level enrollment targets were set with an eye towards allowing teachers to have one prep while maintaining an average class size excluding specials of approximately 20 students. Average teacher salaries are \$53,000 and grow with inflation each year. Note that though the School is launching with a block schedule and the above-modeled class-size, it reserves the right to adjust those practices should it learn through experience that change is merited. Saturday School staffing will be facilitated beginning second quarter through to mid-fourth quarter. Average hourly Saturday School pay will be \$25 per hour. RWPCS anticipates employing at minimum four (4) teachers for Saturday School, as well as offer a stipend for a Saturday School Coordinator. The School has modeled ESL and special education teachers at a ratio of one teacher per 18 ESL or special education students. Teacher salaries also include summer school salaries beginning in Year 2 at an average of \$8,500/teacher with an average class size of 20 students. In terms of non-teaching positions, Principal/Executive Salary is low relative to the comparables-starting at \$85,000 in Year 1

and growing at 5%/year. Other Education Professionals Salaries is high relative to comparables though is in-line with Yu Ying. Other Education Professionals positions include a Director of Performance Management, Director of Curriculum and Instruction, Social Worker, College Counselor (Year 2), Librarian (Year 2), and Reading Specialist (Year 2). Business/Operations salaries are slightly low relative to the comparable at \$400/student, though approximately in line with the Yu Ying Model. The School has allowed for a Business Manager, and Operations Manager (Year 4), a Development Director (Year 4), an IT Coordinator (Year 2), and a Data Manager (Year 2). Clerical Salaries are slightly higher than the mean with the average at \$667/student. This allows for Lunch Staff, a Receptionist, an Assistant to the Head of School, and Security (Year 2). Custodial services are not needed in the Building Hope Incubator sites. Employee Benefits is modeled at 19% in Year 1, which is in line with the average value of 19.4% reported for the benchmark group. We modeled in healthcare inflation at 6%/year. Staff Development costs is low relative to the average at \$150/student though relatively on par with the Yu Ying comparable.

**Direct Student Expense:** At an aggregate level, Direct Student Expense came in at \$1,959/student. The average per student cost in that category among the comparables was \$2,055, though that was influenced by the outlier of Hospitality that had abnormally high Direct Student Expenses due to large Priority 2 e-rate expenditures booked to that category. Ignoring their experience, the average was \$1,681. Textbooks were priced out in detail per application instructions (see Appendix H-Attachment 7). They came in well above the average level of spend for the Benchmark Group because the School is making an effort to purchase enough books for all students to be able to take them home at night for homework. Student Supplies and Materials were modeled at \$300/student, relying most heavily on the comparable from Yu Ying as a startup school. No Library and Media Center spending was budgeted for Year 1, though the School begins building a 5-book/student collection in Year 2 (growing to 12 books/student by Year 5) at an assumed cost of \$30/book. Computers and materials were priced in detail per application instructions (see Appendix H-Attachment 8). The model made modest allowances for laptop projectors but did not include more expansive educational technology such as SmartBoards, though these might be purchased should extra funds materialize. Note that in Year 3, the School has budgeted for added equipment to allow students to create their own newscast and newspaper in keeping with the media theme of the School. The School made basic allowances for Other Instructional Equipment, Student Supplies and Materials, and Miscellaneous Student Cost in line with comparables. The assessment line allows for Scantron's Performance Test, the DC BAS, as well as some flexibility for a more additional student assessment. Contracted Student Services allows for speech, OT, and language therapy, contracted wrap-around student support services, as well as a placeholder for other miscellaneous student support services, inclusive of Enrichment Program Staffing. Research indicates the average rate for enrichment instructors is \$20/hour. RWPCS plans to have at minimum 6 instructors. It is RWPCS hope that through corporate, community, educational partnership that instructors may be provided at no cost to school.

**Occupancy Expenses:** Occupancy Expenses are modeled at \$2,425/pupil. This is lower than the average from the comparables of \$2,870, though removing the outlier of Hospitality the average is approximately \$3,400. The model was driven by a pricing of the Building Hope Facilities Incubator Program (see attached letter of support). The terms of this program were determined through an interview with the Foundation's Director of Real Estate Operations, Tom Porter. Building Hope offers participants a full-service lease at 80% of the facilities allotment rate. The remaining 20% is reserved for other facilities expenses the school might incur. The School is responsible for all FF&E. Building Hope handles maintenance, janitorial, and all utilities costs. Per Mr. Porter, it is safe for a school to remain as long as five years in the incubator space, at which point they are expected to find their own space. The Richard Wright School has built this model assuming it will find its own space beginning in

Year 4. The magnitude and mix of expenses associated with an unknown charter school facilities acquisition 4 years out is very difficult to know. For the sake of building a model, we assumed a triple-net rented facility requiring \$25/sq.ft.in rent and \$50/ft.sq. in renovation. For square footage, we assumed 100 sq.ft./student at full enrollment. First year of debt service was assumed to be interest only. The levels were chosen so that, at full enrollment, debt service plus rent was approximately equal to the modeled facilities allotment at that time.

**Office Expenses:** Office Expenses in aggregate come in at \$1,022/student vs. the average for the schools in the benchmark of \$964. Office Supplies were modeled at \$200/student, which we believed was appropriate because of the start-up nature of the school. For Office Furnishings and Equipment, see the capital expenses breakdown (Appendix H-Attachment 9). Office Equipment Rental and Maintenance costs assumes two leased copier machines in Year 1, growing to three in Year 3, and four in Year 5. Telephone and Telecommunications expenses include phone and Internet and begin at \$6,975 in Year 1, growing incrementally with added enrollment to approximately \$10,000 in Year 5 to reflect added enrollment. Note that 80% of this expense is assumed to be covered by e-rate Priority 1 funding beginning in Year 2. Legal, Accounting, and Payroll is slightly above the average reported for other schools and reflects the school's plan to outsource its basic accounting and financial management functions. It includes audit fees beginning at \$13,275 and maxing out at \$18K in Year 5 as well as provisions for external payroll administration and cafeteria plan administration. There is a small allowance for legal fees, though the plan is to work with the Board to identify pro bono legal representation when possible. Printing and copying includes paper costs as well as the small per copy service fee associated with copier maintenance contracts and is modeled at \$45/student. Postage and shipping includes rental of a high-speed postage meter and is estimated at approximately \$30/student. Finally, we included a \$60/student estimate for Other to cover miscellaneous office expenses (e.g. staplers) and gaps in the budgeting template (e.g. advertising/recruiting expenses).

**General Expenses:** General Expenses in aggregate averaged \$1,111/student vs. \$1,184/student for the benchmark group. A large part of the difference is in the transportation line item. The School will not be offering bus service to its students. Another component is the Reserve line, which the Yu Ying model added to the budget. The School treats the budgeted gap between revenue and expenses as its reserve. In terms of the individual line items, we estimated the insurance cost at approximately \$139/student, slightly beneath the cohort average of \$148/pupil but more conservative than start-up estimate for Yu Ying. Insurance levels are assumed to mirror the recommendations in the application. Interest expense was assumed to be \$0. Transportation was budgeted at \$60/student, which allows for some metro card support and field trip funding but no daily bus service. Food service cost was estimated through a detailed model assuming caterer cost equal to the reimbursement rate and ordering levels at 80% of total enrollment for lunch and 60% for breakfast. This adjustment is based upon years of observation of eating patterns of high school students in an urban setting at Cesar Chavez PCS. Summer school was assumed to receive lunch service through the free Parks and Rec Program. The Charter Board Administration was budgeted per statutory requirement at .5% of District Revenue. Other General Expense is meant to cover IT outsourcing, several small miscellaneous expenses, and a reserve.

## **CAPITAL BUDGET**

The overall capital budget for the first two years is summarized below.

**Table I: Capital Budget Summary**

	<b>Year 1</b>	<b>Year 2</b>
Classroom Furnishings and Supplies	\$56,402	\$44,775
Computers and Materials	\$58,380	\$35,246
Textbooks	\$79,317	\$66,376
Office Furnishings and Equipment	\$17,525	\$5,000
<b>Total:</b>	<b>\$211,624</b>	<b>\$151,397</b>

Appendix H-Attachment 7 provides a detailed price list for Textbooks, Appendix H-Attachment 8 for Computers and Materials, and Appendix H-Attachment 9 for Classroom Furnishings and Supplies and Office Furnishings and Equipment. Note that Renovation/Leasehold Improvements during this time period are handled by Building Hope as part of the Incubator program and so are not reported.

The capital budget is one of the areas where the School has some flexibility to cut or defer costs in the event of cash flow challenges. For instance, folding tables could be purchased in place of teacher/administrator desks.

### **YEAR 1 CASH FLOW PROJECTIONS**

Attached (see Appendix H-Attachment 10) is a cash flow projection for Year 1. The cash low point occurs in September. To mitigate the risk associated with this low point, the School plans on establishing a line of credit with a local bank. Should that not prove possible and cash becomes a problem, the School will try approaches such as stretching payables and deferring capital spending to make it to the October disbursement.

REVIEWED

**RESUMES, BOARD MEMBER AGREEMENTS, AND STATEMENTS OF  
INTEREST AND QUALIFICATIONS**

REVISED

CONFLICT OF INTEREST

REVISED

**DEMOGRAPHIC ANALYSIS**

REVISED

REQUIRED DOCUMENTS

REVISED

**DESCRIPTION OF CURRICULUM**

*See binder*

REMOVED

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**Richard Wright Public Charter School for Journalism and Media Arts**  
**Random Selection Process**

Richard Wright Public Charter School for Journalism and Media Arts' (RWPCS) random selection process will be open to the public. RWPCS will notify all applicants of the time and place. A neutral third party person will be present to draw/select the cards during the random selection process. This person will not be related to any student, staff member, or anyone applying to the school. Names will be drawn until all offered seats have been filled. All remaining names will be drawn to establish waiting list priority used to fill offered seats prior to and during the school year for which the student applied. Applicants' names are placed on an accepted chart and/or waiting list chart for each grade in the order that they are drawn. After all eligible names have been drawn/selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they are received.

The random selection process will be videotaped. In the event of any discrepancy/complaint, the video tape will be RWPCS' official record of the Random Selection process and its placement of students.

**Richard Wright Public Charter School for Journalism and Media Arts**  
**Suspension/Expulsion Policies**

RWPCS seeks to ensure that students will remain active in the learning process without interruption. The Head of School and management team will enforce a three-tiered model for disciplinary infractions. RWPCS recognizes that exclusion from our educational program, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. RWPCS intends not only that these policies be applied when facts and circumstances clearly warrant the imposition of a suspension or expulsion, but also that expulsions are pursued when absolutely necessary and appropriate.

*SHORT TERM SUSPENSIONS*

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten consecutive school days or less. The Head of School and/or the Head of School's designee have the authority to impose short-term suspensions. The Head of School/designee may suspend the student for five days or less, choose another disciplinary alternative, or exonerate the student. A written record of the decision shall be kept in the student's discipline file.

If a short-term suspension is imposed upon the student, the following steps shall be taken:

- The student shall receive verbal notice of the alleged misconduct. The student shall be provided with the opportunity to explain his/her version of the situation. The school official involved shall make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
- A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- On the day of suspension is given, the Head of School shall contact the parent and inform him/her of the suspension. If the parent cannot be contacted by phone, a letter must be sent to the parent explaining the terms and reasons for the suspension and to request a meeting to solicit his/her help and/or for re-entry.

*LONG-TERM SUSPENSION/EXPULSION*

Long-Term Suspension means the temporary withdrawal of the privilege of attending classes at RWPCS for a set period of time for six or more consecutive school days.

Expulsion means the permanent withdrawal of the privilege of attending a RWPCS.

Only the Head of School is authorized to impose a long-term suspension or expulsion.

The student shall receive the verbal notice of the alleged misconduct. The student shall then be provided with the opportunity to explain his/her version of the situation. The school administrator/teacher involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.

If a long-term suspension is imposed, a notification of the long-term suspension will be mailed (certified) or hand delivered to the parent, guardian or emancipated minor to the last known address. This letter will include the following information:

- The nature of the offense(s) alleged and the policies, regulations or rules allegedly violated.
- A statement that the school Head of School has imposed long-term suspension.
- Definition of long-term suspension.
- The extent of the punishment, including the restrictions placed on the student during the period of suspension.
- The date suspension begins.
- A statement that the parent, guardian, or emancipated student are welcome to meet with the Head of School to discuss the situation in an informal setting.
- A statement that a formal hearing may be requested. This request must be made in writing and returned to the Head of School within five school days after the notice of intent to long-term suspend letter is mailed or hand delivered.

If a timely written request for a formal hearing is received, the Head of School shall forward the request to the Board of Trustees secretary. A hearing date shall then be scheduled. Written notice regarding the hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s), or emancipated student within three days prior to the hearing and shall include the following information:

- The charges and the rule or regulation violated.
- The extent of the punishment to be considered.
- The date, time and place of hearing.
- A statement that the student may present witnesses.
- A statement that the student may be represented by counsel at his/her own cost. Notice that the student will be represented by legal counsel shall be provided to RWPCS at least two working days prior to the hearing.
- If a hearing officer has been designated, the name of the hearing officer.

A formal hearing will be held, during which the student will be informed of the following:

- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, at his own expense.
- The student may present witnesses.
- The student or counsel may cross-examine witnesses presented by the School.

- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.

The Hearing Committee Chair shall prepare a written decision within ten days after the hearing. Copies of the decision shall be provided to the parent, guardian, or emancipated student and Head of School.

#### *SUSPENSION OF SPECIAL EDUCATION STUDENTS*

Prior to the long-term suspension of a special education student (this would include infractions of the zero tolerance policy) a team meeting will take place. Included in this meeting will be:

Certified Special Education Teacher or Psychologist  
Administrator  
Parent  
Student

The re-entry conference will include the above persons.

## Richard Wright Public Charter School for Media and Journalism Discipline Model

### Level I Infractions: Teachers & Staff

INFRACTIONS	MANAGER	MINIMUM	MAXIMUM
Arriving to class unprepared	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Unable stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Chewing gum	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Consumption of food or beverages in the classroom, computer lab, or library	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Disrupting the flow of movement through the hallway, but not a safety risk	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Failing to complete class work	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Failing to complete home work	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Frequent request to use the restroom outside of break time (not a medical reason)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Non-academic use of technology – 1st offense	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Tardy to school or class	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Use of electronic devices, cell phones, iPods, etc	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards
Violating the dress code (four or more moves to level II)	Teacher	Parent contact, conference with student	Contract, teacher held detention, withhold classroom rewards

*Note: Excessive means more than four times with documented interventions. If student follows instructions, then they remain in class and a referral is sent to the Head of School/Student Support Staff (DOS). Teacher keeps one copy for files and provides, student with copy.*

**Level II Infractions: Student Support Staff**

<b>INFRACTIONS</b>	<b>MANAGER</b>	<b>MINIMUM</b>	<b>MAXIMUM</b>
Unable to stay awake in class due to behavior/illness or on a frequent basis (two or more reminders goes to DOS on a referral)	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Lying to staff/parents regarding school incidents.	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Misbehaving on the way to or from school and at school sponsored events	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Play fighting and hitting after a warning	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Refusal to comply with school wide rules	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Repeated classroom disruptions	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Repeated use of electronic devices while in classrooms or the school building	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Threatening hallway, cafeteria, or gym safety	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff
Use of profane language	Student Support Staff	Parent contact, referral to SSS with documentation	Referral to SSS with documentation, demerits, detention, and/or suspension by Student Support Staff

**Level III Infractions: Administrators**

<b>INFRACTIONS</b>	<b>MANAGER</b>	<b>MINIMUM</b>	<b>MAXIMUM</b>
Any gang-like behavior	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Arson	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Being in possession of or distributing illegal substances such as alcohol, tobacco, drugs, incendiary devices (on campus or in transit to school)	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Bullying or intimidating students or staff	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cheating or plagiarizing	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Committing assault or assault and battery	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cutting assigned detentions, homework center, or other school mandated functions	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Cutting class or school	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Disrespecting staff or other students	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Engaging in sexual activity, sexually suggestive activity, inappropriate touching	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract,

	School	Administration	Expulsion
Fighting	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Forging signatures and paper or electronic notes	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Illegal possession or use of firearms (including replicas)	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Interfering with RWPCS High School instruction or events	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Issuing verbal or physical threats to a student or staff member	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Stealing	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Trespassing or defacing private or public property	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Possession or use drugs without expressed written permission a medical professional	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion
Acts or threats of violence to faculty, staff or peers	Student Support Staff/ Head of School	Parent contact, referral to SSS with documentation, Behavior Contract by Administration	Parent Contact, Suspension, Behavior Contract, Expulsion

## Richard Wright Public Charter School

2011-12 Budget

As of May 11, 2011

REVENUE	2011-12	Percent of Total Revenue	Notes
01. Per Pupil Charter Payments	\$1,599,165	63%	Budgeted per Mayor's proposed budget (from PCSB 4/4/11 e-mail). Foundation level \$8,945. 10.5% SPED (no Level 4) and 3.4% ELL. Assumes 1.5% enrollment discount.
02. Per Pupil Facilities Allowance	\$413,700	16%	Assumes 1.5% enrollment discount; Funding level @ \$2,800/student.
03. Federal Entitlements	\$389,595	15%	Title V-b (\$260K), Titles I-II-a (SY2010-11 levels). 82.3% of population low income.
04. Other Government Funding/Grants	\$110,759	4%	NSLP assumes no funding growth from 2010-11 levels. E-Rate at 90% discount level.
<b>Total Public Funding</b>	<b>\$2,513,219</b>	<b>99.4%</b>	
05. Private Grants and Donations	\$10,000	0.4%	
06. Activity Fees	\$3,701	0.1%	Lunch sales.
07. Other Income	\$2,454	0.1%	Interest income.
<b>Total Non-Public Funding</b>	<b>\$16,155</b>	<b>0.6%</b>	

### TOTAL REVENUES

\$2,529,374

ORDINARY EXPENSE	2011-12	Percent of Total Revenue	Notes
<b>Personnel Salaries and Benefits</b>			
08. Principal/Executive Salary	\$85,000	3.4%	1 FTE (Head of School)
09. Teachers Salaries	\$535,000	21.2%	9.5 FTE (2 Math, 1 ELA, 1 Science, 1 Soc, 1 Latin, 2 Health/PE. Sped Coordinator, 1/2 ELL Coordinator). 25 student classes.
10. Teacher Aides/Assistance Salaries	\$0	0.0%	
11. Other Education Professionals Salaries	\$318,000	12.6%	6 FTE (Dir Perf. Mgt., Dir Curric & Instruc, Parent Coord, Special Programs Coord, Data Manager, Reading Specialist)
12. Business/Operations Salaries	\$65,000	2.6%	1 FTE (Dir Business and Operations)
13. Clerical Salaries	\$60,000	2.4%	2 FTE (Receptionist, Assistant to HOS)
14. Custodial Salaries	\$0	0.0%	
15. Other Staff Salaries	\$0	0.0%	
16. Employee Benefits	\$191,694	7.6%	Includes Taxes. Health is employer pay 80% of single BlueChoice HMO Opt 13. Life, Disability through United Health Care (flat \$50K)
17. Contracted Staff	\$29,160	1.2%	Journalism and Media Arts Workshops, Substitute teachers, Saturday school teachers
18. Staff Development Expense	\$22,500	0.9%	Allowance for professional development
<b>Subtotal: Personnel Expense</b>	<b>\$1,306,354</b>	<b>51.6%</b>	
<b>Direct Student Expense</b>			
19. Textbooks	\$37,519	1.5%	
20. Student Supplies and Materials	\$39,000	1.5%	
21. Library and Media Center Materials	\$0	0.0%	
22. Student Assessment Materials	\$40,500	1.6%	Scantron, Princeton Review, DC BAS
23. Contracted Student Services	\$47,500	1.9%	Special Education Contracted Services, contracted social worker (\$10K)
24. Miscellaneous Student Expense	\$56,550	2.2%	Ed Software, student recruiting, Student information system
<b>Subtotal: Direct Student Expense</b>	<b>\$221,068</b>	<b>8.7%</b>	
<b>Occupancy Expenses</b>			
25. Rent	\$336,000	13.3%	80% of Facilities Allowance through Building Hope
26. Building Maintenance and Repairs	\$0	0.0%	Covered by Building Hope
27. Utilities	\$0	0.0%	Covered by Building Hope
28. Janitorial Supplies	\$9,000	0.4%	

	2011-12	Percent of Total Revenue	Notes
<b>ORDINARY EXPENSE</b>			
29. Contracted Building Services	\$0	0.0%	Covered by Building Hope

**Subtotal: Occupancy Expenses** \$345,000 13.6%

**Office Expenses**

30. Office Supplies and Materials	\$21,000	0.8%	
31. Office Equipment Rental and Maintenance	\$35,595	1.4%	1 copier, contracted IT support
32. Telephone/Telecommunications	\$30,283	1.2%	Phone, Internet, Cell Phones, Wireless Internet Cards (latter two only if e-rate funded)
33. Legal, Accounting and Payroll Services	\$65,881	2.6%	Accounting, Audit, Payroll Processing
34. Printing and Copying	\$6,750	0.3%	
35. Postage and Shipping	\$4,500	0.2%	
36. Other Office Expense	\$9,000	0.4%	

**Subtotal: Office Expenses** \$173,009 6.8%

**General Expenses**

37. Insurance	\$16,979	0.7%	General Liability, D&O, AD&D, Worker's Comp
38. Transportation	\$9,000	0.4%	
39. Food Service	\$108,150	4.3%	Rev Foods or equivalent. Includes 6 hr/day meal server, DC Prep cost sharing for 1 hr/day
40. Administration Fee (to PCSB)	\$11,451	0.5%	0.5% of Per Pupil Revenue
41. Management Fee	\$0	0.0%	
42. Other General Expense	\$16,250	0.6%	Includes staff recruiting funds

**Subtotal: General Expenses** \$161,830 6.4%

**TOTAL ORDINARY EXPENSES** \$2,207,261 87.3%

**NET ORDINARY INCOME** \$322,113 12.7%

43. Depreciation Expense	\$45,335	1.8%	
44. Interest Expense	\$0	0.0%	

**NET INCOME** \$276,779 10.9%

**CAPITAL BUDGET**

Computers and Materials	\$100,625	4.0%	1 netbook/student; laptops for staff
Classroom Furnishings and Supplies	\$60,000	2.4%	Based on quote from Hertz
Office Furnishings and Equipment	\$22,550	0.9%	Based on quote from Hertz
Renovation/Leasehold Improvements	\$0	0.0%	

**TOTAL CAPITAL BUDGET** \$183,175 7.2%

**SURPLUS (DEFICIT) AFTER CAPITAL ITEMS** \$138,938 5.5%

**ASSUMPTIONS**

Student Enrollment	<u>150</u>
Average Teacher Salary	<u>\$55,000</u>
Average Class Size	<u>25.0</u>

**EXAMPLES OF COST-SAVING STEPS**

- > Teacher staffing model runs a block schedule with 25 students/class. Efficient staffing model (8 core subject teachers for 150 students)
- > Using graduate students for social work rather than FT social worker.
- > Using an intern from CollegeBound for Year 1 rather than employing a college counselor.
- > Using cameras and rotating staff for front desk rather than dedicated security worker.
- > HMO is base plan that school covers for insurance (80%) though staff have options to get different plans if they pay difference.
- > Building Hope Incubator space for facility.
- > 1 high capacity copier machine for building.
- > Using SchoolForce (new system designed for D.C. charters) for Student Information System (TENTATIVE)

## **BOARD OF TRUSTEES**

Dr. Rhonda Wilbon, *Chair*

Clayton Young, *Vice-Chair*

Millree Williams, *Treasurer*

Essie Charles, *Secretary*

Germonique Ulmer

Greg Adams

Courtney Snowden

Nikole Killion

Christopher Fratta

Derwin Ross

Carla Holly

Stacie Tate

Parent\*

Parent \*

Dr. Marco Clark – *Ex-officio (non-voting)*

*\*Parents will be identified by October 2011*

## **SCHOOL MANAGEMENT TEAM**

Dr. Marco Clark, Ed.D, *Founder, Chief Executive Office and Head of School*

Alisha Charles, *Director of Business Operations*

Brendetta Starling, *Director of Curriculum and Instruction*

Sadiqa Al-Salam, *Director of Special Education*

Crystal Williams, *Director of Performance Management*

Lamarge Wyatt, *Curriculum Development Consultant*

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



CERTIFICATE

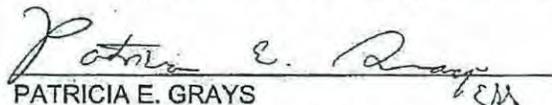
**THIS IS TO CERTIFY** that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

**RICHARD WRIGHT PUBLIC CHARTER SCHOOL**

**IN WITNESS WHEREOF I** have hereunto set my hand and caused the seal of this office to be affixed as of the **24th** day of **May, 2010**.

LINDA K. ARGO  
Director

Business and Professional Licensing Administration

  
PATRICIA E. GRAYS  
Superintendent of Corporations  
Corporations Division

Adrian M. Fenty  
yor

ARTICLES OF INCORPORATION  
Richard Wright Public Charter School

To: Department of Consumer and Regulatory Affairs  
Business Regulation Administration Corporations Division  
941 North Capitol Street, N.E.  
Washington, D.C. 20002

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation under the NON-PROFIT CORPORATION ACT (D.C. Code 1981 edition, Title 29, Chapter 3), adopt the following Articles of Incorporation:

**ARTICLE I**

The name of the Corporation shall be: Richard Wright Public Charter School

**ARTICLE II**

The period of duration for the Corporation shall be perpetual

**ARTICLE III**

The Corporation is organized exclusively for charitable, educational, and scientific purpose within the meaning of Sec.501 © (3) of the Internal Revenue Code of 1986, as amended, or any superseding statute thereto, and without limiting the generality of its power to act to carry out its corporate purposes, the Corporation shall have power to accomplish the following:

- To support, promote and encourage community development, including worthy community-based and faith-based causes and efforts in the City, other States and the surrounding areas.
- To engage in educational, and charitable activities which contribute to community transformation in the city and surrounding areas.
- To engage in educational, and charitable activities which enhance the quality of life in a holistic manner for individuals, families, and neighborhoods through various outreach and community programs as necessary to accomplish the expanding mission and purpose of the corporation.
- To form partnerships with other schools, organizations, societies or networks having the same ideas, and purposes as the corporation, without in any form relinquishing its perpetual legal independence and sovereignty.
- To engage in any other lawful activities permitted of a not for profit corporation of the Internal Revenue Code.

**PAID**  
MAY 24 2010  
BY: \_\_\_\_\_

#### ARTICLE IV

The Corporation is a service corporation and shall have no members and no classes of members:

#### ARTICLE V

A Board of Trustees shall manage the activities and internal affairs of the Corporation. Members of the Board of Trustees shall be elected and hold office in accordance with the Bylaws of the Corporation. The initial Board of Trustees shall consist of at least five members. The number of Trustees may be changed as provided in the Bylaws, but in no case shall there be less than five Trustees. *This Board will have a Board of Trustees in lieu of Directors*

#### ARTICLE VI

The names and address of the persons who are to serve as the initial Board of Trustees until the first annual meeting or until their successors are elected and shall qualify are:

Dr. Rhonda Wells-Wilbon - 13802 Pleasant View Dr. Bowie, MD 20720  
Clayton Young - 3408 Oakton Chase Ct. Oak Hill, VA 20171  
Dr. Stacey Tate - 1417 Newton St., NW #302 Washington, DC 20010  
Derwin Ross - 1316 N. Carolina Avenue, N.E. Washington, D.C. 20019  
Carla Holly - 1444 Florida Ave., NW Washington, DC 20009

#### ARTICLE VII

The officers of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer. The powers and duties of the officers of the Corporation, and the manner for their appointment and term of office shall be set forth in the Bylaws of the Corporation.

#### ARTICLE VIII

The Board of Trustees shall approve the initial Bylaws of the Corporation for the conduct of its activities, business, and internal affairs, and the carrying out of its purposes, as they may deem proper from time to time. Upon proper notice, the Bylaws may be amended, altered or rescinded by a majority vote of those members of the Board of Trustees present at any regular meeting or any special meeting called for that purpose at which a quorum is present.

No part of the net earnings of the organization shall inure to the benefit of, or be distributable, its trustees, officers or other private persons, except that the organization 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 purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501 (C) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization,

contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### ARTICLE IX

Amendments to these Articles of Incorporation may be adopted at a regular meeting of the Board of Trustees, or at a special meeting duly noted for that purpose, only upon approval by a majority of Trustees then in office. The Board of Trustees may submit, consider and vote upon any number of amendments at any one meeting.

#### ARTICLE X

The address of the initial registered office of the Corporation and the name of the initial registered agent of the Corporation at such address are:

Derwin Ross – 1316 N. Carolina Avenue, N.E. Washington DC, 20019

#### ARTICLE XI

The names and addresses of the Incorporators of the Corporation are:

Dr. Rhonda Wells-Wilbon – 13802 Pleasant View Dr. Bowie, MD 20720  
Clayton Young – 3408 Oakton Chase Ct. Oak Hill, VA 20171  
Dr. Stacey Tate – 1417 Newton St., NW #302 Washington, DC 20010  
Derwin Ross – 1316 N. Carolina Avenue, N.E. Washington, D.C. 20019  
Carla Holly – 1444 Florida Ave., NW Washington, DC 20009

#### ARTICLE XII

This Corporation is not organized for pecuniary gain profit, nor shall it have any power to issue certificates of stock or declare dividends, and no part of its net earnings shall inure to the benefit of any Trustees or officers of the Corporation, except that the Corporation shall be authorized and empowered to pay and to be paid reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereinabove. No substantial part of the activities of the Corporation shall be carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any activities nor permitted to be carried on by:

ARTICLE XIV

In order to promote its purposes, the Corporation may acquire property by grant, gift, purchase, devise or lease, or bequest, and hold or dispose of such property as the Corporation shall require for the benefit of the Corporation and to further its purposes and mission, and not for pecuniary gain. The Corporation shall have all powers necessary to complete its mission and purposes provided such powers are not inconsistent with the laws of the District of Columbia, the Internal Revenue Code, and the Bylaws of the Corporation.

IN WITNESS WHEREOF, we, the undersigned Incorporators, have hereunto set our hands and seal this 19th day of May, 2010, for the purpose of forming this not for profit corporation under the laws of the District of Columbia.

[Signature]  
Incorporator

[Signature]  
Incorporator

[Signature]  
Incorporator

[Signature]  
Incorporator

[Signature]  
Incorporator

Before me, a Notary Public of the jurisdiction, \_\_\_\_\_ personally appeared before me and acknowledged the execution of the foregoing instrument in the capacity stated therein.

Witness me hand and seal this 19th day of May, 2010.

[Signature]  
Notary Public

LATRILL BRYANT  
NOTARY PUBLIC  
BALTIMORE CITY  
MARYLAND  
MY COMMISSION EXPIRES JUNE 2, 2013



# Richard Wright Public Charter School for Journalism and Media Arts Board of Trustees By-Laws

## ARTICLE I *Purposes*

The purposes for which The Richard Wright Public Charter School for Journalism and Media Arts (the "School"), is organized are: to organize and operate a charter school in Washington, DC and to engage in any other activity permissible the District of Columbia Public Charter School Board.

## ARTICLE II *Board of Trustees*

Section 1: The Board of Trustees ("the Board") shall have an odd number of trustees consisting of at least 5 Trustees and no more than 15 Trustees. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board.

Section 3: The School nominating committee, known as the Committee on Trusteeship, shall present a slate of potential Trustees for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Except as provided for the initial Trustees, Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall take office on January 1 following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with new perspective. One third of the initial Trustees shall serve initial terms of three (3) years; one third shall serve initial terms of two (2) years and one third shall serve initial terms of one (1) year. Subject to the foregoing provisions, the Chair shall assign the term limits of the initial Trustees.

Section 5: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Committee on Trusteeship, by the affirmative vote of the majority of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 6: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 7: The Board may remove any Officer or Trustee with or without cause by two-thirds (2/3) vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Trustee proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Trustee shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 8: Members of the Board of Trustees:

- (a) Shall receive no payment of honoraria, excepting, subject to applicable law, reimbursement for expenses incurred in performance of voluntary activities on behalf of the School in accordance with the School's policies.
- (b) Shall serve the School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School.
- (c) Shall have no direct or indirect financial interest in the assets or leases of the School; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

The Board of Trustees is responsible for ensuring that Richard Wright Public Charter complies with all applicable laws and regulations, as well as ensuring that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.

All participants in Board work shall comply with all laws and regulations, will be bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements, if any, adopted by the Board. Unless determined to be inadvisable in any given year by vote of the Trustees, every fiscal year, the Board shall take a retreat, planned by the Committee on Trusteeship, to evaluate Board progress and enhance Board performance.

Section 9: The Board of Trustees shall:

- (a) Have authority to adopt, amend, or repeal the bylaws;
- (b) Provide governance to ensure that all of our school's programs and operations are legally and morally bound to its mission, faithful to the terms of its charter, including compliance with all statutory and regulatory requirements and is a fiscally solvent and otherwise viable organization;
- (c) Hire and evaluate the Head of School;
- (d) Determine and oversee general school policies (inclusive of personnel);
- (e) Approve and manage financial affairs.

Section 10: The Board of Trustees shall not:

- (a) Vote out the Founders of Richard Wright Public Charter School without legal and/or justified cause proving detriment to the mission of Richard Wright Public Charter School.

Section 11: Members of the Board of Trustees:

Hereby understand the corporation shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished; and Any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE III  
*Officers*

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

- (a) Board Chair: Is elected by the Board of Trustees to Chair meetings of the Board of Trustees and to formally communicate positions voted by the Board of Trustees. He or she shall set the agenda for and make regular reports on the status of the School to the Board of Trustees. The Board Chair shall nominate Committee Chairs and memberships subject to confirmation votes by the Board of Trustees.
- (b) Vice Chair: May be elected by the Board of Trustees to exercise all of the duties of the Board Chair in his or her absence. The Vice Chair shall undertake such other duties as voted by the Board of Trustees.
- (c) Treasurer: Is elected by the Board of Trustees and is responsible for the general financial affairs of the School and shall keep full and accurate records thereof which shall always be open to inspection by the Board Chair or other Trustees. The Treasurer shall render to the Board Chair or other Trustees whenever they require it, a statement of the accounts of transactions made as Treasurer and of the financial condition of the School.
- (d) Secretary: Is elected by the Board of Trustees and is responsible for the record of the proceedings of all meetings of the Members and of the Board of Trustees. The Secretary shall notify the Members and Trustees of all regular meetings in accordance with these by-laws.

Section 2: The Trusteeship Committee shall present a slate of Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The election of Officers initially shall be held at the first public meeting of the School and thereafter at the annual meeting of the Board.

Section 3: The newly elected Officers shall take office on January 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Trustee may serve more than one (1) term in the same office, but not more than two consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

Section 5: The Head of School will be a non-voting member of the trustees serving as Ex-Officio.

ARTICLE IV  
*Meetings*

Section 1: Notice shall be given of the date, time, and location of all meetings (regular, special, or annual). The annual meeting of the Board of Trustees shall occur in the first Thursday of December. There shall be at least 9 other regular meetings of the Board held on the first Thursday of the month. Notice shall be given to each Trustee and ten (10) days prior to the date of every regular meeting of the Board and shall include the meeting agenda, the time and place of the meeting and any other information as the Chair may deem appropriate. To the extent required by law, public notice of meetings shall also be given. A record of every meeting will be kept, including the date, time, and location of the meeting, the members present or absent, and all action taken at the meeting.

Section 2: Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Trustee five (5) calendar days prior to the meeting.

Section 3: One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by these Bylaws. A majority of those assembled is required to take action.

Section 4: The Board shall select its own meeting format accordingly to meet the DC Public Charter School Board expectations. Such meetings, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Trustees prior to the meeting. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting also shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Notices shall comply with all applicable public meeting and other laws.

Section 6: Voting by Trustees by proxies shall not be permitted.

Section 7: An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

ARTICLE V  
*Staff*

The Board of Trustees shall have the discretion to appoint a chief staff person, who shall be responsible for carrying out the work of School in accordance with the policies established from time to time by the Board of Trustees.

ARTICLE VI  
*Executive Committee*

Section 1: There shall be an Executive Committee comprised of the officers of the School Board. The Executive Committee shall be convened by the Chair when it is not possible to convene the Board in a timely fashion, or shall be authorized to act on behalf of the Board by action of the Board. Actions of the Executive Committee shall require ratification by the full Board of Trustees at its next meeting.

Section 2: The Executive Committee shall not serve as an intermediary between the Board and its committees or task forces. The Board of Trustees may delegate to the Executive Committee, to the extent provided in a specific resolution, any of the Board's powers and authority, except with respect to:

- (a) the filling of vacancies on the Board of Trustees or in any committee which has the authority of the Board;
- (b) the amendment or repeal of Bylaws or the adoption of new Bylaws;
- (c) the amendment or repeal of any resolution of the Board of Trustees which provides that such resolution may not be amendable or repealable by the Executive Committee;
- (d) the approval of any self-dealing transactions;
- (e) the sale, transfer, or distribution of all or substantially all of the assets of the School;
- (f) the sale, transfer, or purchase of real property;
- (g) the merger or dissolution of the School;
- (h) the appointment of committees of the Board of Trustees or the members thereof;
- (i) the setting of the budget or approval of audits; and
- (j) any action prohibited by the Corporate of the Charter, these Bylaws, or the laws of the District of Columbia Public and Charter Schools.

ARTICLE VII  
*Other Committees and Task Forces*

Section 1: The Chair shall appoint all committees or task forces of the Board except the Trusteeship Committee. Committees may be composed of Trustees and community members. Committees composed of community members must have at least one member who is also a member of the Board of Trustees. The Board may prescribe the responsibilities and the composition of such committees. Except as otherwise provided in Section 3 of this Article VII, the Chair shall appoint the chair of each committee.

Section 2: There shall be four (4) standing committees. These shall include: (1) the Trusteeship Committee; (2) the Strategic Planning and Development Committee; (3) the Finance Committee; (4) the Academic Excellence Committee.

Section 3: The Trusteeship Committee is commissioned by and responsible to the Board to assume the primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with these bylaws as well as established policies and practices approved by the Board. The committee shall be composed of five (5) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. The Trustees shall also elect the chair for the Committee on Trusteeship. Each committee member shall serve a term of one (1) year, and these terms shall be staggered to ensure continuity of committee membership.

The duties of the Committee on Trusteeship shall be conducted consistently and shall include:

- (a) review of the qualifications of candidates and presentation of a slate of the best qualified nominees for the vacant Trustee positions on the Board;
- (b) recommendation of candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (c) provision of ongoing orientation to Trustees;
- (d) oversight of the Trustee assessment process to ensure optimum performance;
- (e) recommendations with respect to the annual retreat of the Board and planning of said retreat consistent with board directives.

Section 4: Strategic Planning and Development Committee is commissioned by and responsible to the Board to assume the primary responsibility for raising non-grant funds for RWPCS. Further, this Committee shall develop a strategic plan for RWPCS, communicate said plan and be responsible for measuring achievement and implementation of that plan. The Board, in consultation with the Strategic Planning and Development, the Finance Committee, Head of School and the Corporation will determine the fundraising goal for the Strategic Planning and Development Committee, as well as for school-based committees and grants.

Section 5: Finance Committee is commissioned by and responsible to the Board. It has the responsibility for working with the Head of School and the Corporation or designate to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the School's assets this Committee has primary responsibility for interacting with the auditors of RWPCS, and implementing or proposing for implementation any changes to policies and procedures recommended by the auditors. Committee will work in partnership with Head of School and Director of Business Operations.

Section 6: Academic Excellence Committee is commissioned by and responsible to the Board to assume the primary responsibility for working with the Head of School and the Corporation to define academic excellence, ensure that all Directors know the charter promises that were made to the community and the District of Columbia Charter School Board, and to devise clear and consistent measures to monitor these goals.

#### ARTICLE VIII *Fiscal Year*

The fiscal year of the School shall begin on July 1st and terminate on June 30th of the following year.

#### ARTICLE IX *Rules of Order*

Except where they may be in conflict with the Charter or Bylaws of the School, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School.

ARTICLE XII  
*Amendments*

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Trustee at least fifteen (15) days prior to the meeting at which the amendment is to be considered. All amendments are subject to the approval of the District of Columbia Public Charter School Board.



**CERTIFICATE OF THE SECRETARY  
OF  
RICHARD WRIGHT PUBLIC CHARTER SCHOOL**

I, **Essie Charles**, hereby certify that I am the duly elected, qualified and acting Secretary of the Richard Wright Public Charter School, a District of Columbia non-profit corporation (the "**Corporation**"), and do hereby further certify that:

(a) Attached to the Charter School Agreement between the **Richard Wright Public Charter School** and the District of Columbia Public Charter School Board (the "**Agreement**") as Exhibit F thereto is a true and complete copy of the Articles of Incorporation of the Corporation, which Articles of Incorporation are in full force and effect as of the date hereof.

(b) Attached to the Agreement as Exhibit G is a true and complete copy of the bylaws of the Corporation, as in full force and effect as of the date hereof.

(c) Attached hereto as Annex A is a true and complete copy of the resolutions duly and validly adopted by the **Richard Wright Public Charter School Board of Trustees**; such resolutions have not been amended, modified or rescinded in any respect and remain in full force and effect as of the date hereof; and such resolutions are the only resolutions adopted by the **Richard Wright Public Charter Board of Trustees** or by any committee thereof relating to the Agreement.

(d) Each of the persons listed below has been duly elected to and now holds the office of the **Richard Wright Public Charter School** below his or her name and is currently serving, and at all times since April 20, 2010 has served, in such capacity, and the signature of each such person set forth opposite his or her name is his or her true and genuine signature:

Name and Office

Signature

President

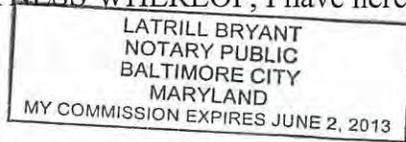
Vice-President

Treasurer

(e) Each person who, as a trustee or officer of the **Richard Wright Public Charter School Corporation**, signed the Agreement was, at the time or respective times of such execution and delivery of the Agreement, duly elected, qualified and acting as such trustee or officer, with authority to execute the Agreement, and the signature of each such person appearing on any such documents is his or her respective genuine signature.

May, 2011

IN WITNESS WHEREOF, I have hereunto signed my name this 14<sup>th</sup> day of



Name: Latrill Bryant

I, Essie Charles, Secretary of the **Richard Wright Public Charter School Corporation**, do hereby certify that Essie Charles is the duly elected, qualified and acting Secretary of the Corporation, and that the signature of Board of Trustees officers set forth above is ~~the~~ this true and genuine signature.

May, 2011. IN WITNESS WHEREOF, I have hereunto signed my name this 14<sup>th</sup> day of

Name: Essie Charles



**RICHARD  
WRIGHT**  
PUBLIC CHARTER SCHOOL FOR  
JOURNALISM AND MEDIA ARTS

The Board of Trustees for the Richard Wright Public Charter School Corporation is organized and existing under the laws of the District of Columbia. A board meeting was held on May 10, 2011 in which the following resolution was adapted:

WHEREAS, the Richard Wright Public Charter School Board of Trustees is appointing Dr. Rhonda Wilbon to have the authority to execute the Charter on behalf of Richard Wright Public Charter School for Journalism and Media Arts; and

WHEREAS, the school is expected to be open for staff on August 9, 2011 and for the student community on August 29, 2011; and

WHEREAS, it is reflected in the Richard Wright Public Charter School Board of Trustees minutes that a motion was set forth and voted on; and

WHEREAS, Richard Wright Public Charter School Board where **eleven trustees were present** and voted **"for"** all the aforementioned items and **no trustees voted "against"** any of the aforementioned items; and

NOW, THEREFORE, BE IT RESOLVED, that Richard Wright Public Charter School Board of Trustees hereby agrees to this said resolution.

I, Essie Charles the undersigned (Acting)-Secretary of the Richard Wright Public Charter School Board of Trustees a Corporation, certify that I am the (Acting)-Secretary of the corporation, that the foregoing is a full, true and correct resolution duly passed by the Board of Trustees a meeting of the Board held on the day specified, and that the resolution has never been revoked, rescinded, or set aside, and is now in full force and effect.

IN WITNESS WHEREOF- Ms. Latrill Bryant (Notary): I HAVE AFFIXED MY SIGNATURE ON THIS DAY

Signature: *R. Wilbon* Date: 5-14-2011  
Richard Wright Public Charter School Board of Trustees, CHAIR

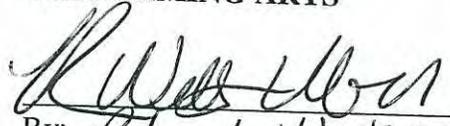
Signature: *Essie V. Charles* Date: 5-14-2011  
Richard Wright Public Charter School Board of Trustees, SECRETARY

**Central Office Administration: 1600 Taylor Street, NE Washington, DC 20017**

**Phone: 202.526.7283 Fax: 202.526.7284**

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

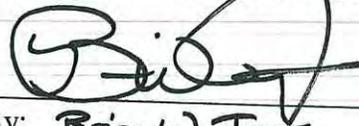
**RICHARD WRIGHT PUBLIC CHARTER  
HIGH SCHOOL FOR JOURNALISM AND  
PERFORMING ARTS**



By: Rhonda Wells-Wilban

Title: Chair, Board of Trustees

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**



By: Brian W. Jones

Title: Chair