2014-15 Ten-Year Charter Review Report

Bridges Public Charter School

January 26, 2014

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board ("PCSB") staff has conducted a charter review of the Bridges Public Charter School ("Bridges PCS") pursuant to the School Reform Act, D.C. Code §§ 38-1802 *et seq.* ("SRA").[1]

PCSB staff's analysis of the school's goals and academic achievement expectations ("academic expectations") concludes that Bridges PCS fully met five goals.[2] One of these goals measures parent satisfaction demonstrated by the rate of students reenrolling from year to year – which was 100% in the 2013-14 school year for kindergarten and first grade students.

To assess the school's goals and academic expectations, PCSB reviewed the school's performance in academic years 2010-11 through 2013-14. In 2010-11 and 2011-12, Bridges PCS operated a pre-kindergarten program serving three- and four-year-old students. In August 2012, PCSB approved a request from the school to amend its charter to expand to serve students in kindergarten through fifth grade. In 2012-13 and 2013-14, the last two years of this review, the school was in its first and second years of executing its six-year growth plan. Given Bridges PCS's ongoing expansion, PCSB will carefully monitor the school's academic progress over the coming years.

The school has neither materially violated applicable law nor its charter, and is in strong fiscal health. Based on these findings, the PCSB Board voted 6-0 at its January 26, 2015 meeting to grant full charter continuance to Bridges PCS.

CHARTER REVIEW STANDARD

The SRA provides that the PCSB "shall review [a school's] charter at least once every [five] years."[3] As part of this review, PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[4]

If PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and academic expectations, as described above, it may, at its discretion, revoke the school's

[1] D.C. Code § 38-1802.12(a)(3).
[2] PCSB did not assess one additional goal for reasons described on page 7 of this report.
[3] *Id.*
[4] D.C. Code § 38-1802.12(c).

charter, or grant the school a conditional continuance. Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if PCSB determines in its review that the school (1) has engaged in a pattern of nonadherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

SCHOOL OVERVIEW

Bridges PCS began operation in 2005 under PCSB's authorization to serve students in pre-kindergarten-3 and pre-kindergarten-4.[5] It operates one campus in Ward 4. In 2012, the PCSB Board approved a petition from the school to amend its charter to serve students through the fifth grade.[6] It currently serves students through the second grade, and will reach full capacity in the 2017-18 school year. The school's mission is:

> *To provide an exemplary educational program that includes students with special needs. Our developmentally appropriate, student and family-centered educational approach nurtures students to expand their developmental skills, in order to build a foundation for life-long learning.*[7]

In 2013-14, Bridges PCS had an audited enrollment of 211 students in grades PK3 – 1. 42.0% of its students were English language learners ("ELLs"), and 25.2% of students were classified as students with disabilities.[8] To support these students, three to four Bridges PCS staff members (a teacher, assistant teacher, and other aides) are in each classroom of 15-20 students.[9] In these classrooms there are both general and special education students. The school also offers five "non-categorical" classrooms for level four special education students (which are not organized by grade or age), each with a minimum of four staff members and 5-10 students.[10]

The school uses a project approach to learning, with teachers developing "studies" over the course of the school year in response to students' development and interest over the course of the school year.[11] Students begin participating in Writer's Workshops in kindergarten and first grade, where they learn strategies for good writing.[12] The school uses portions of the Responsive Classroom and Second Steps programs to assist students in developing social skills.[13]

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[5] Bridges PCS charter agreement, dated April 6, 2000, attached to this report as Appendix B.
[6] See April 20, 2012 letter from Mr. Brian Jones, PCSB Board Chair, to MS. Betsy Centofanti, Bridges PCS Board Chair, attached to this report as Appendix C.
[7] See 2013-14 Annual Report, attached to this report as Appendix D.
[8] 2013-14 Performance Management Framework ("PMF").
[9] See Bridges PCS Qualitative Site Review, p. 2, attached to this report as Appendix E.
[10] See Appendix E, p. 2.
[11] See Appendix D, p. 5.
[12] See Appendix D, p. 5.
[13] See Appendix D, p. 5.

Summary of Performance

Bridges PCS has been held accountable to Accountability Plans, and last year the Early Childhood Performance Management Framework ("EC PMF") pilot.

2013-14 Grade Levels	Ward	Year Opened	2013-14 Student Enrollment	2010-11 Accountability Plan	2011-12 PMF Accountability Plan	2012-13 PMF Accountability Plan	2013-14 EC PMF
PK3-1	4	2005	211	Met 6 of 11 targets	Met 5 of 5 targets	Met 8 of 9 targets	Met 8 of 8 PMF floors

Charter Amendments

In March 2012, the PCSB Board conditionally approved the school's request to amend its charter to expand to serve students in kindergarten through fifth grade, through adding two inclusion classrooms and one non-categorical special education classroom per grade every year. In August 2012, the PCSB Board fully approved the amendment petition.[14] In November 2014, the Board approved an amendment petition from the school to adopt the EC PMF as its goals and academic expectations.[15]

Previous Charter Reviews

Per PCSB's policy in place at the time, PCSB conducted preliminary charter reviews. If a school did not meet all relevant standards in its preliminary review, it would have a year to make improvements before its charter review the following academic year. In Bridges PCS's 2010 preliminary charter review, PCSB found that the school had met the non-academic and organizational performance standards in place at that time, but that it did not meet academic performance standards.[16] PCSB staff noted that the school's time-intensive search for a facility, as well as a funding issue, negatively contributed to the school's failure to meet these standards.[17] But PCSB staff noted in its performance development review of the school that Bridges PCS was "on an upward trajectory, with the school consistently scoring proficient and exemplary on the curriculum, instruction, and assessment indicators."[18]

In February 2011, PSCB conducted the school's charter review and found that the school met the standard of review. In its review analysis, PCSB staff noted that the school's program was "preparing the majority of four-year-olds for kindergarten success regardless of their language dominance or the language of the test administration."[19] Based on this finding, the PCSB Board fully continued the school's charter.[20]

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[14] See August 20, 2012 PCSB Board memorandum, attached to this report as Appendix F.
[15] See November 17, 2014 memorandum, attached to this report as Appendix G.
[16] See February 22, 2010 PCSB Board Memorandum, attached to this report as Appendix H. At that time, PCSB did not assess a school's goals and academic expectations in its charter reviews.
[17] See Appendix H.
[18] S See Appendix H.
[19] See PCSB Charter Review Analysis, p. 2, attached to this report as Appendix I.
[20] See PCSB February 2011 board minutes, attached to this report as Appendix J.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals are specific aims that are measurable and usually related to a school's mission, which may be categorized as academic, non-academic, and organizational, whereas academic expectations are student academic aims measured by state or externally validated assessments. Goals and academic expectations are only considered as part of the review analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the PCSB Board (collectively, the "Charter").

Per Bridges PCS's 2014 amendment to its charter and charter agreement, it adopted the EC PMF indicators as its goals and academic expectations for its early childhood grades. However, consistent with PCSB policy, because the EC PMF was in pilot status at the time the 2014 amendment was approved, the amendment details that the school will be deemed to have met its early childhood goals and academic expectations if:

- In 2013-14, it meets or exceeds the minimum threshold (or floor) for each individual measure; and
- In school years 2010-2011, 2011-2012 and 2012-2013, the school meets two-thirds of its goals from its approved Accountability Plans for that given year.

The table below summarizes PCSB's determinations, which are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	Literacy Progress	Yes
2	Literacy Achievement	N/A[21]
3	Math Progress	Yes
4	Attendance	Yes
5a	CLASS – Emotional Support	Yes
5b	CLASS – Classroom Organization	
5c	CLASS – Instructional Support	
6	Parent Satisfaction	Yes
7	Reenrollment	

[21] PCSB did not assess the school's literacy achievement targets as part of its review analysis, given that education research supports that literacy achievement targets are not developmentally appropriate for pre-kindergarten students.

1. Goal: **Early Childhood Literacy Progress.**

Assessment: **Bridges PCS met this academic expectation.** Since 2010-11, the school has met all literacy progress targets that it set, with the exception of one ELL target set for the 2010-11 school year.[22]

Pre-Kindergarten Literacy Progress		
Year	**Target**	**Target Met?**
2011-12	70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of four standard scale points or score at least 85 by the spring administration of the Peabody Picture Vocabulary Test (PPVT").	**Yes** (92% of students demonstrated a gain of 4 points or scored at least 85.)
2011-12	75% of pre-kindergarten-3 students will increase by six letters or master at least 11 by the spring administration of the Individual Growth and Development Indicators ("IGDI") assessment.	**Yes** (84.9% of students increased by 6 letters or mastered at least 11.)
2011-12	75% of pre-kindergarten-4 students will increase by six letters or master at least 16 letters by the spring administration of the IGDI assessment.	**Yes** (83.3% of students increased by 6 letters or mastered at least 16.)
2012-13	70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of four standard scale points or score at least 85 by the spring administration of the PPVT.	**Yes** (92.7% of students met this goal.)
2012-13	75% of pre-kindergarten-3 students will increase by six letters or master at least 11 letters by the spring administration of the IGDI assessment.	**Yes** (91.0% of students met this goal.)
2012-13	80% of pre-kindergarten-4 students will increase by six letters or master at least 16 letters by the spring administration of the IGDI assessment.	**Yes** (88.6% of students met this goal.)
2013-14	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students who will meet or exceed widely held expectations per the growth report on the literacy portion of the PPVT assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**96.8%** (Above PMF floor, which was 60%.)

[22] In the school's 2014 charter amendment, a goal was included regarding alternative assessments: "The percentage of students with disabilities, who meet or exceed widely held expectations per the growth report on the alternative assessment, Verbal Behavior Milestones Assessment and Placement Program, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed n the EC PMF Technical Guide for that given year." However, student performance on this assessment was not considered separately, and instead was considered alongside student performance on the non-alternative literacy assessments. Thus, this report does not assess this goal separately.

Kindergarten and First Grade Literacy Progress		
Year	**Target**	**Target Met?**
2012-13	80% of kindergarten students will know 25 sight words or more or will increase the number of sight words that they will recognize by 10 words by the spring administration of the Fountas and Pinnell Reading assessment.	**Yes** (85.0% of students met this goal.)
2013-14	The percentage of kindergarten and first grade students who meet or exceed widely held expectations per the growth report on the literacy portion of PPVT assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**91.4%** (Above the PMF floor, which was 50%)

English Language Learner Progress		
Year	**Target**	**Target Met?**
2010-11	80% of English language learners will demonstrate a growth of at least 10 scale score points from the fall administration to the spring administration of the PPVT.	**No** (63% of students grew 10 scale score points or more.)

Qualitative Evidence

In September 2014, PCSB staff conducted a Qualitative Site Review ("QSR") of Bridges. In their report, they described the following related to this goal:

> The QSR team observed a range of literacy instruction across all grades. Students in pre-kindergarten read books, participated in read-alouds, and literacy centers. Observers saw students actively engaged in each approach. In kindergarten through second grades, students had similar experiences. The read-alouds observed were engaging with purposeful questions posed to students to allow for critical thinking. Students also had access to a variety of books in which they worked on answering questions and identifying key parts of the story.
>
> While these tasks were engaging in the classroom, teachers struggled with challenging students in all tasks. During independent work, many students were off task or confused by unclear directions. Special education teachers also focused on literacy activities in non-categorical rooms and pull-out sessions. Students participated in sight word games and were provided sentence starters to vocabulary and context cues.[23]

[23] See Appendix E, pp. 3-4.

2. Goal: **Early Childhood Literacy Achievement.**

Assessment: **PCSB did not assess the school's literacy achievement targets as part of its review analysis.** In 2010-11, the school failed to meet several targets related to pre-kindergarten literacy achievement. After that year, per PCSB's guidance, DC early childhood programs no longer set pre-kindergarten literacy achievement targets, based on the premise that achievement targets are not developmentally appropriate for pre-kindergarten students. Given this, PCSB did not include these targets in this charter review analysis.

PK Literacy Achievement		
Year	**Target**	**Target Met?**
2010-11	70% of pre-kindergarten-3 students will score at or above 85 scale points on the PPVT.	**Yes** (72% of students scored at or above 85 scale points.
2010-11	70% of pre-kindergarten-4 students will score at or above 85 scale points on the PPVT.	**No** (63% of students scored at or above 85 scale points.)
2010-11	75% of pre-kindergarten-3 students will master at least 11 letter identifications on the IGDI assessment.	**No** (74% of students scored at or above mastery of 11 letters.)
2010-11	70% of pre-kindergarten-4 students will master at least 16 letter identifications on the IGDI assessment.	**No** (67% of students scored at or above mastery of 16 letters.)
2010-11	85% of pre-kindergarten-4 students will score at or above 85 scale score points on the Bracken School Readiness Assessment.	**No** (73% of students scored at or above 85 scale points.)

English Language Learner Literacy Achievement		
Year	**Target**	**Target Met?**
2010-11	75% of English language learners will score at or above 85 scale score points on the Bracken School Readiness Assessment.	**Yes** (77% of students scored at or above 85 scale points.)

Special Education Literacy Achievement		
Year	**Target**	**Target Met?**
2010-11	58% of pre-kindergarten-3 and pre-kindergarten-4 special education students will master at least 11 or 16 letter identifications, respectively, on the IGDI assessment.	**Yes** (64% of students scored at or above the benchmark.)

3. Goal: **Early Childhood Math Progress**

Assessment: **Bridges PCS met this academic expectation.** In 2013-14, Bridges PCS set math progress targets for the first time, and met both of them.[24]

Pre-Kindergarten Math Progress		
Year	**Target**	**Target Met?**
2013-14	The percentage of pre-kindergarten-3 and -4 students who meet or exceed widely held expectations per the growth report on the mathematics portion of the Learning Accomplishment Profile, Third Edition ("LAP-3") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**93.6%** (Above 60%, which was the EC PMF floor.)
Kindergarten and First Grade Math Progress		
Year	**Target**	**Target Met?**
2013-14	The percentage of kindergarten and first grade students who meet or exceed widely held expectations per the growth report on the mathematics portion of the Test of Early Mathematics Ability ("TEMA") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**84.0%** (Above 50.0%, which was the PMF floor.)

Qualitative Evidence

In September 2014, PCSB staff conducted a Qualitative Site Review ("QSR") of Bridges. In their report, they described the following related to this goal:

> Teachers helped students work on literacy and math skills by assisting them in writing and typing math questions. One kindergarten math classroom worked on the math problem of the week where students independently were asked to add circles and squares together. While a few students struggled with this word problem, most kindergarteners were finished in a minute and waited until the teacher pulled the group back together.[25]

[24] In 2013-14, kindergarten math progress and achievement were not considered as separate indicators. Instead, these two indicators are considered as one – with students given credit for being proficient by the end of the year and/or how many students made at least one year of progress.

[25] See Appendix E, p. 4.

4. Goal: **Early Childhood Attendance.**

Assessment: **Bridges PCS met this goal.** The school met all targets related to this goal.

Pre-kindergarten Attendance Targets		
Year	**Target**	**Target Met?**
2010-11	On average, pre-kindergarten-3 students will attend school 85% of the days.	**Yes** (The average daily attendance was 96.1%.)
2010-11	On average, pre-kindergarten-4 students will attend school 85% of the days.	**Yes** (The average daily attendance was 95.5%.)
2011-12	On average, pre-kindergarten-3 and -4 students will attend school 88% of the days.	**Yes** (The average daily attendance was 96.7%.)
2012-13	On average, pre-kindergarten-3 and -4 students will attend school 88% of the days.	**Yes** (The average daily attendance was 96.1%.)
2013-14	On average, pre-kindergarten-3 and -4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**91.4%** (Above PMF, which had a floor of 80.0%)
Kindergarten and First Grade Attendance Targets		
Year	**Target**	**Target Met?**
2012-13	On average, kindergarten students will attend school 92% of the days.	**Yes** (The average daily attendance was 95.6%.)
2013-14	On average, kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**92.2%** (Above PMF floor of 82.0%)

5a. Goal: **The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.**
5b. Goal: **The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.**
5c. Goal: **The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.**

Assessment: **Bridges PCS met these goals.** All DC charter early childhood programs that participated in PCSB's EC PMF Pilot, including Bridges PCS, were assessed by independent reviewers using the Classroom Assessment Scoring System ("CLASS") tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures emotional support, classroom organization, and instructional support. Each indicator is scored on a scale from 1-7, where 1-2 is low, 3-5 is medium, and 6-7 is high. For each of these indicators, ECA PCS scored above the EC PMF floor.

2013-14 CLASS Performance		
	Bridges PCS	EC PMF Floor
Emotional Support	5.9	3
Classroom Organization	5.3	3
Instructional Support	3.1	1

Qualitative Evidence
In September 2014, PCSB staff conducted a Qualitative Site Review ("QSR") of Bridges. In their report, they described the following related to this goal. The evidence supports the ratings of the CLASS observers, in that the majority of teachers had strong classroom environments but just over half scored proficient or advanced in instructional strategies.

> The QSR team scored 84% of the observations as proficient or distinguished in Creating an Environment of Respect and Rapport. Teachers encouraged respectful talk between students and called students by name or "friend". Most of the teachers also used positive language, such as "Great Job", "High five" and "I love it". Even at times when students had trouble maintaining control of their behavior, the teachers remained composed and supported the student to reengage in the learning activity.[26]

…

[26] See Appendix E, p. 7.

> The QSR team scored 74% of the observations as proficient or distinguished in Establishing a Culture for Learning. Teachers communicated the importance of hard work to all students saying statements such as, “Today we are going to work really hard at our school work” and “Great job! You can do it!”[27]

PCSB reviewers observed the following regarding classroom organization.

> The QSR team scored 63% of the observations as proficient or distinguished in Managing Classroom Procedures. There was little loss of instructional time in these classrooms as teachers had clearly established routines for transitions and distribution of materials. Many teachers used a bell or chime to help students transition to the next activity. In PK classrooms, students self-selected centers after the teacher explained the directions. Support staff in the rooms assisted with the collection and distribution of materials to minimize loss of instructional time.[28]
>
> …
>
> The QSR team scored 86% of the observations as proficient or distinguished in Managing Student Behavior. In most classrooms, standards of conduct were established and frequently monitored by the staff in the room. In the event that a student needed redirection, students were able to refocus with the teacher’s positive reinforcement and clear and consistent direction, for example, “I like how this table is sitting and ready to go!” and “If you need to get my attention, I’ll come over when you raise your hands.”[29]

PCSB reviewers observed the following regarding instructional support.

> …
>
> The QSR team scored just over half (58%) of the observations as proficient or distinguished in Using Questioning/Prompts and Discussion Techniques. In these classrooms, teachers used a variety of techniques to challenge students. Teachers created genuine discussions with the class by extending students’ answers and asking open-ended questions to continue discussions. Teachers also effectively used wait time to allow students to think before responding.
>
> …
>
> The QSR team scored 68% of the observations as proficient or

[27] See Appendix E, p. 7.
[28] See Appendix E, p. 8.
[29] See Appendix E, p. 9.

distinguished in Using Assessment in Instruction. In these classrooms, teachers consistently elicited evidence of student understanding while monitoring the classroom. The teachers asked clarifying questions or had the students explain what they were working on. When students chose a title for their written stories, the students had to explain to the teacher how the title connected with the content of the story. In rooms with less verbal students, the teacher provided pictures for the students to work with. Teachers used the pictures to assess student understanding by asking questions and having these students answer by pointing to the correct pictures.[30]

6. Goal: **Parent Satisfaction.**
7. Goal: **Reenrollment.**

Assessment: **Bridges PCS met these goals. From 2010-11 to 2012-13,** the school set and met Accountability Plan targets related to a parent satisfaction survey. In 2013-14, the school did not include a parent survey target as a mission-specific goal in the EC PMF. However, the EC PMF does include a target regarding reenrollment for students in kindergarten and older.[31] The school's 2013-14 kindergarten and first grade reenrollment was 100.0%, above the 60.0% EC PMF floor.

Parent Satisfaction Targets		
Year	**Target**	**Target Met?**
2010-11	80% of parents of pre-kindergarten-3 and -4 children will report being "Satisfied" or "Highly Satisfied" with the school on the end-of-year Parent Satisfaction Survey.	**Yes** (100% of parents who responded reported being satisfied or highly satisfied.)
2011-12	80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of year parent satisfaction survey.	**Yes** (99% of parents surveyed reported being satisfied or highly satisfied.)
2012-13	80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of year parent satisfaction survey.	**Yes** (92.9% of parents surveyed reported being satisfied or highly satisfied.)
2013-14	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**Yes** (100% of K-1 graders reenrolled, which is above the EC PMF floor of 60%)

[30] See Appendix E, p. 12.
[31] Pre-kindergarten is not mandatory in the District of Columbia, so pre-kindergarten reenrollment (reenrolling from pre-kindergarten-3 to pre-kindergarten-4) is not assessed as part of the EC PMF.

Qualitative Evidence

PCSB reviewers observed the following regarding this goal:

> The QSR team observed a student- and family-centered environment. Parents were welcomed into the building with staff communicating to families in their native language, which included mostly Spanish. Some parents ate breakfast in the classrooms with their students and the leadership team welcomed families by name. This created a warm environment for the school community.[32]

[32] See Appendix E, p. 3.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[33] The SRA contains a non-exhaustive list of applicable laws, and PCSB monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school's compliance record.[34]

Compliance Item	Description	School's Compliance Status 2011-12 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[35] and the school must distribute such policies to students and parents.	Compliant since 2011-12
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[36] To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2011-12
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12

[33] D.C. Code § 38.1802.12(c).
[34] These compliance findings are based on annual compliance reviews conducted by PCSB. Bridges PCS's 2011-12, 2012-13, 2013-14 compliance reports are attached to this report as Appendix K.
[35] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[36] SRA § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2011-12 to present
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2011-12
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 *et seq.*	A DC charter school must possess all required local licenses.	Compliant since 2011-12
Highly Qualified Teachers Elementary and Secondary Education Act, 20 U.S.C. §§ 6601 *et seq.* ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2011-12
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	In 2013-14, the Board Roster included an even number of members, and only had one parent representative. The school has since cured this issue.
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an approved accrediting body approved by the SRA.	Compliant since 2011-12

<u>Procurement Contracts</u>

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Year	Qualifying contracts executed by Bridges PCS	Corresponding documentation submitted to PCSB
2010-11	Data unavailable	-

Year	Qualifying contracts executed by Bridges PCS	Corresponding documentation submitted to PCSB
2011-12	0	0
2012-13	2	0
2013-14	1	0

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act[37] ("IDEA") and the Rehabilitation Act of 1973.[38] The following section summarizes Bridges PCS's special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education ("OSSE") monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Bridges PCS's special education compliance are summarized below.

Annual Determinations

As required by IDEA's implementing regulations, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[39] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2014, OSSE published its 2011 Annual Determination reports, which include determination scores and levels for the 2011-12 school year.

Bridges PCS's Annual Determination compliance performance is detailed in the table below.[40]

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	87%	Meets Requirements
2011	89%	Meets Requirements
2012	106%[41]	Meets Requirements

[37] 20 U.S.C. §§ 1400 *et seq*
[38] 20 U.S.C. § 794.
[39] As required by federal regulation 34 C.F.R. § 300.600(c).
[40] See Bridges PCS 2010 and 2011 annual determination reports, attached to this report as Appendix L.
[41] The school's compliance rate is over 100% because OSSE issued a "bonus" compliant indicator – not having any longstanding noncompliance issues from FY2009, FY2010, or FY2011.

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. If a school is less than 100% compliant with a student-level and/or LEA-level indicator, it must implement corrections and report these corrections to OSSE.[42]

In 2013, OSSE published an on-site Compliance Monitoring Report of Bridges PCS based on the school's performance in the 2011-12 school year.[43] The school was required to implement corrections as indicated in the following table. OSSE has since verified that Bridges PCS has implemented corrections for all identified student- and LEA-level findings.

Student-Level Compliance	
Compliance Area	**Number of indicators where corrections were required**
Part C to B Transition	0 out of 1
Initial Evaluations and Reevaluations	2 out of 6
Individualized Education Program Development	2 out of 10
Least Restrictive Environment	1 out of 2
Discipline	0 out of 2
Data Verification	3 out of 8
Total indicators where corrections were required	**8 out of 28**

LEA-Level Compliance	
Compliance Area	**Number of indicators where corrections were required**
Data Verification	0 out of 1
Dispute Resolution	0 out of 3
Access to Instructional Materials	0 out of 1
Fiscal	0 out of 17
Total indicators where corrections were required	**0 out of 22**

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education

[42] If OSSE finds that the school is less than 100% compliant with a student-level indicator that was impossible for the school to cure retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.
[43] See 2012-2013 On-Site Monitoring Report Attachments in Appendix M.

Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In recent special conditions reporting on OSSE's DC Corrective Action Tracking System Database, no areas of non-compliance were identified for Bridges PCS in the 2012-13 or 2013-14 school years.

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of the time of this report's publication, the Blackman Jones Database shows Bridges PCS has no HODs or SAs.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires PCSB to revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[44]

As part of the charter review process, PCSB reviewed Bridges PCS's financial records regarding these areas.[45] PCSB finds that Bridges PCS's financial performance is strong, and that there are no grounds to revoke the school's charter based on the standard above.

SUMMARY OF FINDINGS

Bridges PCS received the highest possible score on PCSB's CHARM framework in both FY2012 and FY2013, and their metrics improved in FY2014, meaning the school will again be considered a top fiscal performer. The school has no pattern of non-adherence to GAAP, nor are there indications that it has engaged in a pattern of fiscal mismanagement. The school has had no audit findings in each of the last four years, and has run an operating surplus in each of the last four years.

FINANCIAL OVERVIEW

Enrollment climbed significantly in FY2013 and again in FY2014 with a corresponding increase in revenue to $5.43MM. Bridges also had the fourth highest revenue spent per student of any charter school in DC in FY2013. This may be due to the high number of level four special education students enrolled at the school. While its revenue per student declined slightly in FY2014, it is still among the highest in DC. The school's net asset position also improved significantly in the last two years growing from under $300K in FY2012 to ~$1.14MM in FY2014.

The following table provides an overview of Bridges PCS's financial information over the past four fiscal years.

[44] See D.C. Code § 38-1802.13(b).
[45] See Bridges PCS Fiscal Audits, attached to this report as Appendix N.

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	86	86	143	211
Total DC Funding Allocation	$1,785,208	$1,988,714	$3,258,177	$4,797,137
Total Federal Entitlements and Funding	$81,275	$10,453	$305,289	$327,666
Unrestricted Cash and Cash Equivalents on 6/30/14	$226,764	$273,212	$690,139	$1,422,746
Total Assets	$599,665	$601,246	$1,123,228	$1,756,148
Total Current Assets	$378,165	$420,988	$898,025	$1,608,999
Total Liabilities	$332,677	$304,853	$418,458	$612,309
Total Current Liabilities	$242,984	$225,214	$356,463	$612,309
Net Asset Position	$266,988	$296,393	$704,770	$1,143,839
Total Revenues	$2,020,166	$2,216,416	$3,880,034	$5,433,329
Total Expenses	$1,994,727	$2,187,011	$3,471,657	$4,994,260
Change in Net Assets	$25,439	$29,405	$408,377	$439,069

SPENDING DECISIONS

Bridges PCS had among the lowest occupancy cost of all DC charter schools in FY2013 at 8% of revenue. While that ratio increased slightly to 9% in FY2014, it remains among the lowest in the city. Expenses rose due to the increased enrollment in the last two years, but expenses did not increase at the same rate as revenue. As a result, the school's operating surplus improved to $408K in FY2013 and again to $439K in FY2014. The following table provides an overview of the School's spending decisions over the past four years.

	Audit Year							
	2011		2012		2013		2014	
Total Personnel Salaries and Benefits	$	1,224,130	$	1,382,460	$	2,239,339	$	3,326,963
Total Direct Student Costs	$	266,640	$	314,640	$	471,968	$	589,233
Total Occupancy Expenses	$	327,670	$	243,959	$	308,709	$	491,918
Total Office Expenses	$	80,285	$	52,976	$	42,272	$	66,525
Total General Expenses	$	96,002	$	192,976	$	409,369	$	519,621
Operating Surplus/(Deficit)	$	25,439	$	29,405	$	408,377	$	439,069
	as a percent of revenue							
Total Personnel Salaries and Benefits	61%		62%		58%		61%	
Total Direct Student Costs	13%		14%		12%		11%	
Total Occupancy Expenses	16%		11%		8%		9%	
Total Office Expenses	4%		2%		1%		1%	
Total General Expenses	5%		9%		11%		10%	
Operating Surplus/(Deficit)	1%		1%		11%		8%	

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Bridges Charter School establish that the School has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements in each of the past four years. Additionally, Bridges PCS has not had any findings during the four years.

The following table provides a summary of audit results for each of the past four fiscal years.

	FY2011	FY2012	FY2013	FY2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	N/A	N/A	N/A	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	N/A	N/A	N/A	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliamce issue may prelude insolvency.	N/A	No	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. The School has had consistently clean audits for the last four years. Bridges PCS received a perfect CHARM score in FY2012 and FY2013 and will likely receive a perfect score again for FY2014. Additionally, the school strengthened its balance sheet, including building up its cash position, and staff has no concerns about the school's management of public funds as of the date of this report

ECONOMIC VIABILITY

Bridges PCS is economically viable. Audited enrollment increased from 86 students in FY2012 to 211 students in FY2014 The school has a solid balance sheet that improved significantly in the last two years as the operating surpluses improved most of the school's metrics. The following tables provide a summary of financial results for the past four fiscal years. Areas of concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results are positive. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")[46], a financial performance measure of profitability. Based on these measures, **the School's financial performance was strong for the last four years** because earnings have been consistently positive.

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	$25,439	$29,405	$408,377	$439,069
Earnings Before Depreciation	< 0	$75,957	$76,684	$512,673	$549,816
Aggregated 3-Year Total Margin	< -1.5	3.3%	3.6%	5.7%	7.6%

Liquidity

Two indicators of a school's short-term economic viability are its current ratio[47] and its days of cash on hand.[48] A current ratio greater than one indicates a school's ability to satisfy its immediate financial obligations. Bridges PCS's current ratio has been above 1.0 each of the past four years and has increased each year to a high of 2.6 in FY2014.

Days of cash on hand is arguably the most important liquidity measure because it reflects whether a school can withstand unexpected cash delays and still satisfy its financial obligations. Typically, 90 days or more of cash on hand is recommended. Less than 30 days of cash on hand is a liquidity concern. **Bridges PCS's cash on hand has been above 30 days all four years and grew to 103 days by the end of FY2014.** The School has realized a positive cash flow from operations in the last three years.

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Current Ratio	< 0.5	1.6	1.9	2.5	2.6
Days of Cash On Hand	< 30	41	45	72	103
Cash Flow from Operations	< 0	($97,465)	$52,485	$566,168	$741,952
Multi-Year Cumulative Cash Flow	< 0	$180,812	($60,385)	$463,375	$1,149,534

Debt Burden

A school's debt ratio[49] indicates the extent to which a school relies on borrowed funds to finance its operations, and a ratio in excess of 0.92 is a concern to PCSB. Bridges PCS's debt ratio has decreased

[46] EBAD is the change in net assets plus amortization and depreciation.
[47] A school's current ratio is its current assets divided by current liabilities.
[48] "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.
[49] Debt ratio equals total liabilities divided by total assets.

from 0.55 in FY2011 to 0.35 in FY2014 as the school has built up its balance sheet. Since the school had no outstanding balance on its line of credit in any of the last three years, its debt service ratio was zero. **Therefore, Bridges PCS's debt burden doesn't pose a concern to its economic viability.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Debt Ratio	> 0.92	0.55	0.51	0.37	0.35
Debt Service Ratio	> 10.0%	0.4%	0.0%	0.0%	0.0%

Sustainability

A school's net assets[50] and primary reserve ratio are indictors of its sustainability.[51] PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures and PCSB would be concerned with net assets reserves below zero. The school's net asset position more than quadrupled since FY2011. While it is still below three months of operating expenses, it is well above the indicator of concern. The primary reserve ratio is also positive. Therefore, **Bridges PCS has metrics that indicate the school is sustainable.**

	Indicator of Concern	Audit Year 2011	2012	2013	2014
Net Asset Position	< 0	$266,988	$296,393	$704,770	$1,143,839
Primary Reserve Ratio	< 0.00	0.13	0.14	0.20	0.23

[50] Net Assets equals total assets minus total liabilities.
[51] Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

BRIDGES PCS

WHAT IS AN EQUITY REPORT?

Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. This year, Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education (DME) and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

This Equity Report represents the joint effort of OSSE, DCPS, PCSB, and DME to improve equity across all entities.

STUDENT CHARACTERISTICS

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. View school enrollment by student demographics, educational needs and grade.

This school's total enrollment was identified using the October 7, 2013 audited enrollment data file.

DCPS enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. DCPS schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged. All other DCPS schools' economically disadvantaged rates are calculated using the end-of-year enrollment file.

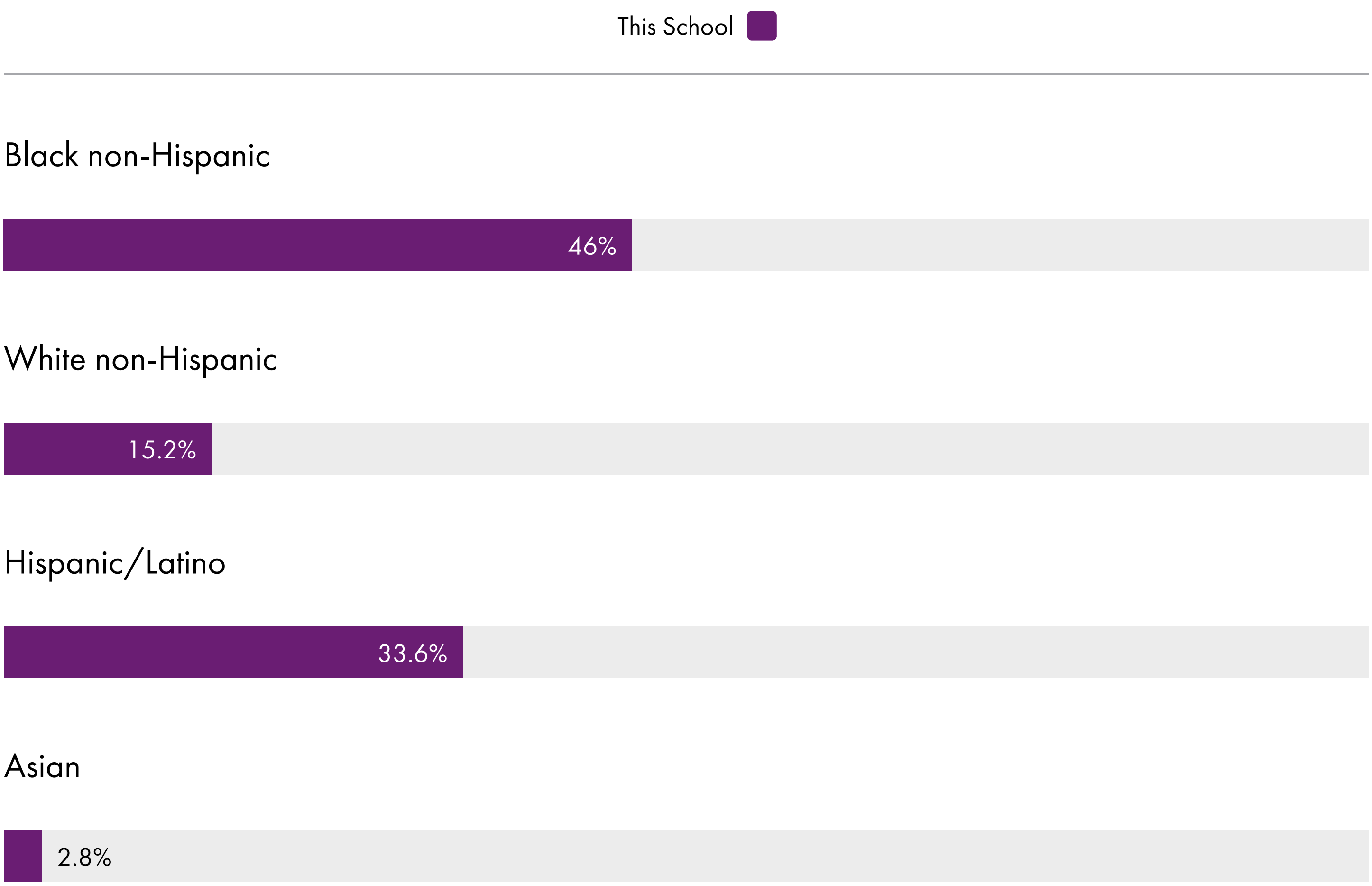
Charter school enrollment information, including race/ethnicity, gender and economically disadvantaged enrollment is determined using the audited enrollment file. English Language Learner (ELL) enrollment for charter schools is determined using the audited enrollment file. Students aged 22 or older who are enrolled in English as a Second Language classes may also be considered to be ELL students by individual public charter schools; however, schools do not receive additional funding for such students and these enrollments not reflected here. Charter schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged.

For both DCPS and public charter schools, Special Education enrollment is determined using the 2013-2014 Special Education Child Count fileand the October 7, 2013 audited enrollment file. The total number of Child Count Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the audited enrollment file. The percentage of students in each Level of Special Education is determined using the Child Count file, as well.

TOTAL ENROLLMENT

211 Students

Enrollment By Demographic



Pacific/Hawaiian

No Students

Native American/Alaskan

0.5%

Multiracial

1.9%

Female

46.4%

Male

53.6%

STUDENT MOVEMENT

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 7, 2013 enrollment audit. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit.

A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance.

A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

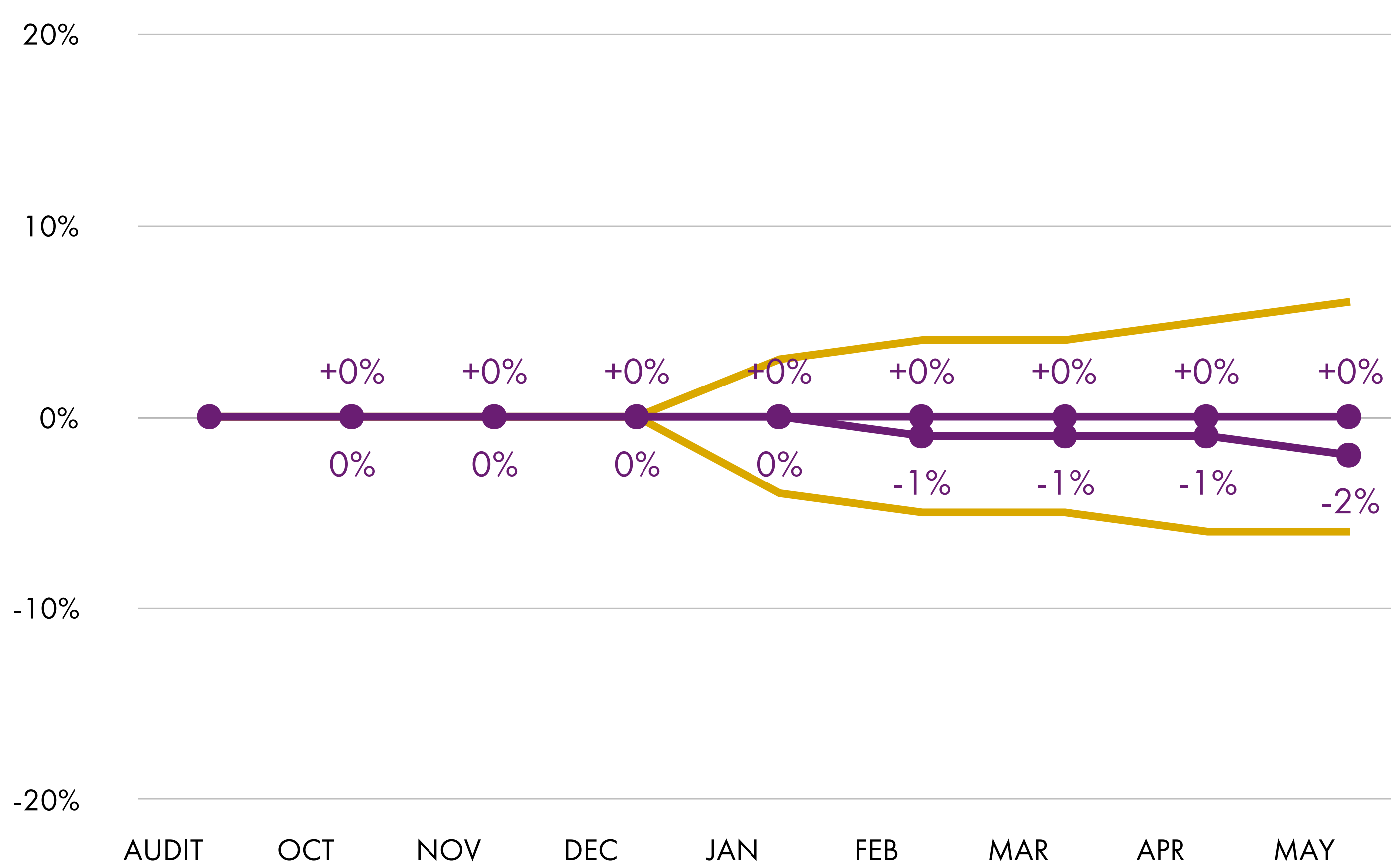
NET CHANGE IN ENROLLMENT

-1%

DC AVG -1%

Mid-Year Entry and Withdrawal

This School DC Average



ATTENDANCE

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexecused, counts against this number.

In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school.

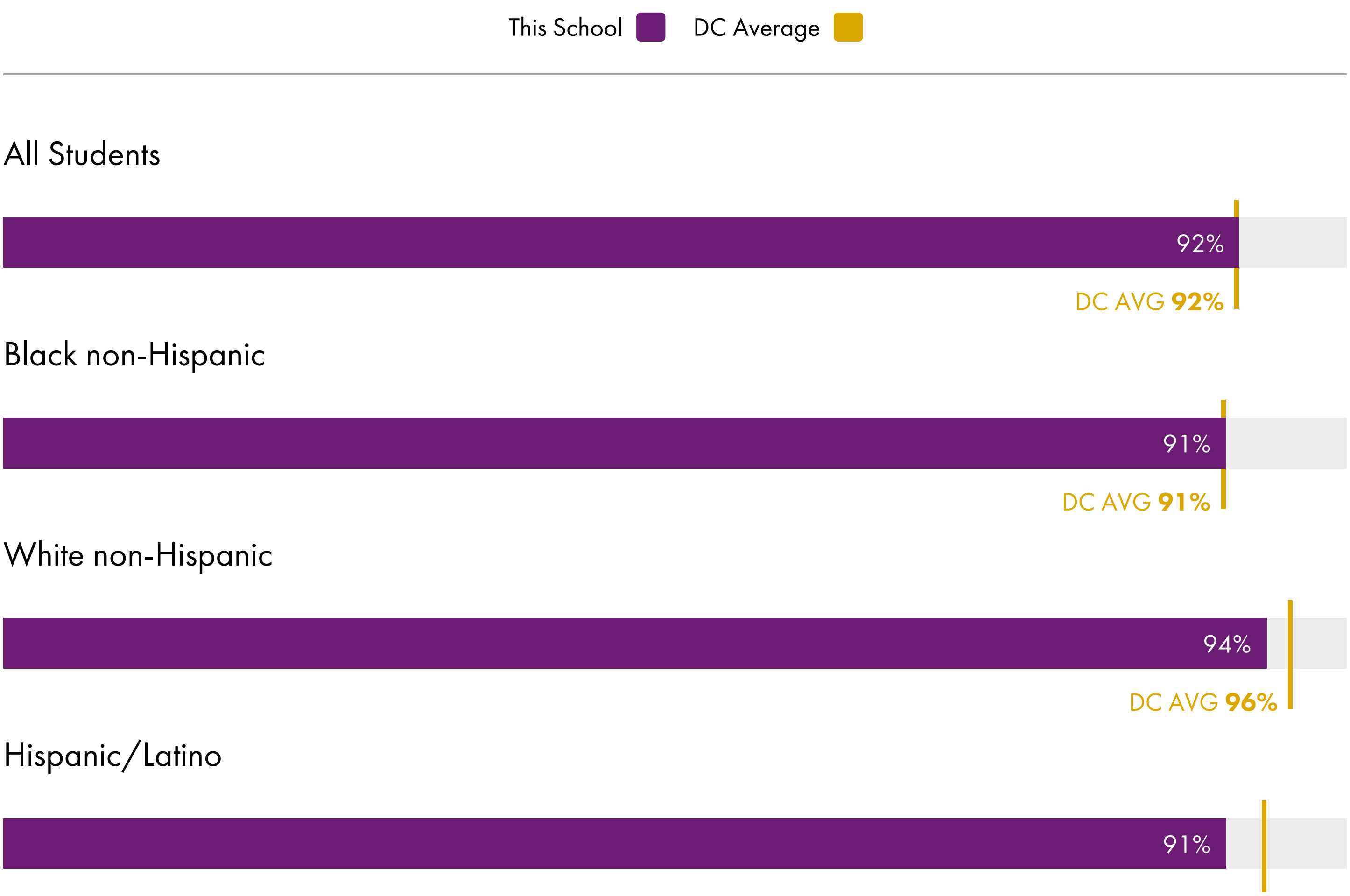
Students' subgroup status is determined according to the rules outlined under Student Characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students.

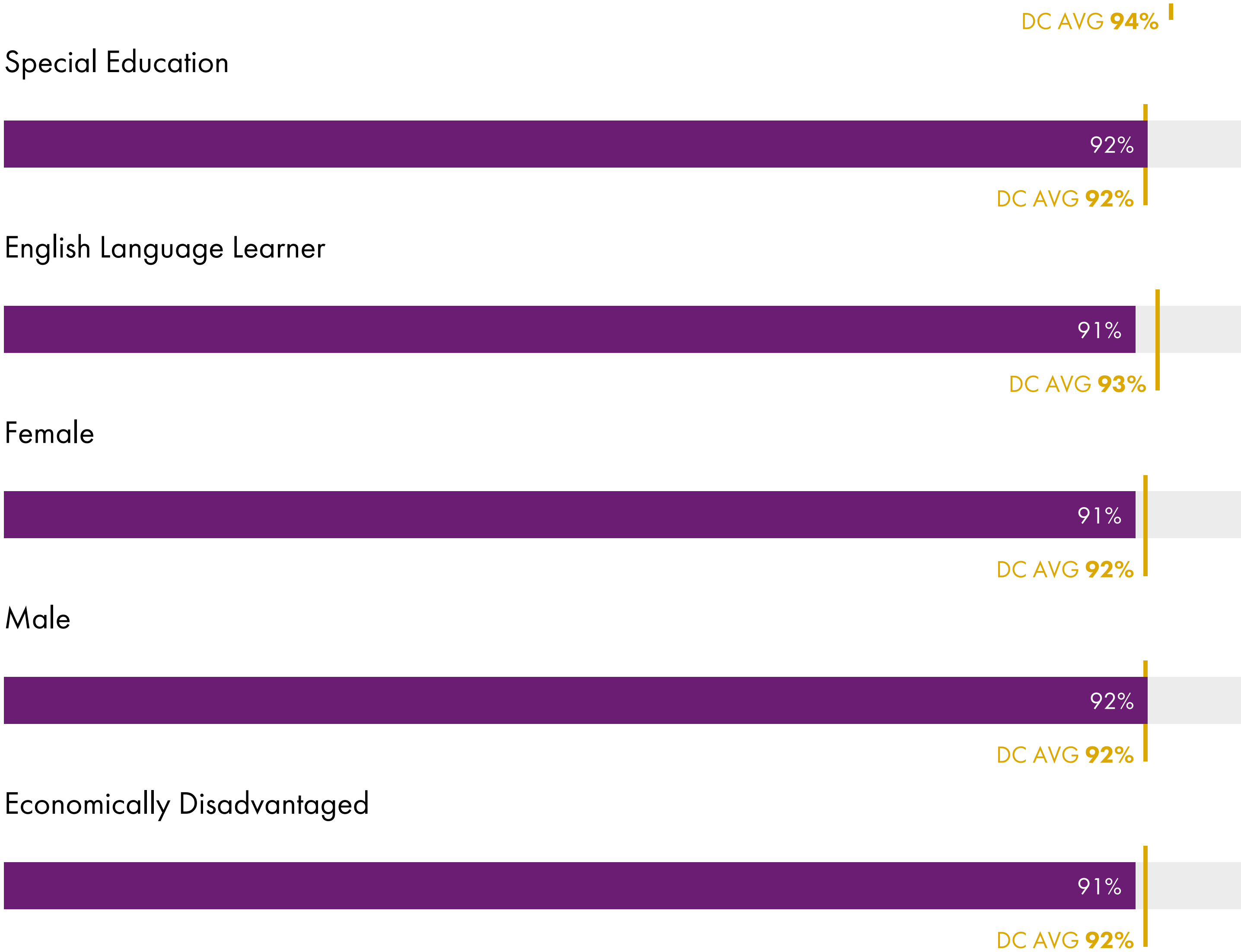
IN-SEAT ATTENDANCE RATE

92%

DC AVG **92%**

In-seat Attendance Rate





DISCIPLINE

The suspension rate shows the percentage of students who had one or more out-of-school suspensions. In the most recent school year, this school issued out-of-school suspensions 1 times. This school expelled ? 0 students. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.
Suspension rates are calculated by dividing the total number of students in the selected subgroup with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students in that subgroup enrolled, as determined by the October 7, 2013 enrollment ? audit. Data are not shown for subgroups with less than 10 students.

Students' subgroup ? status is determined according to the rules outlined under Student Characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 7, 2013 enrollment audit.

SUSPENSION RATE

0%

DC AVG **3%**

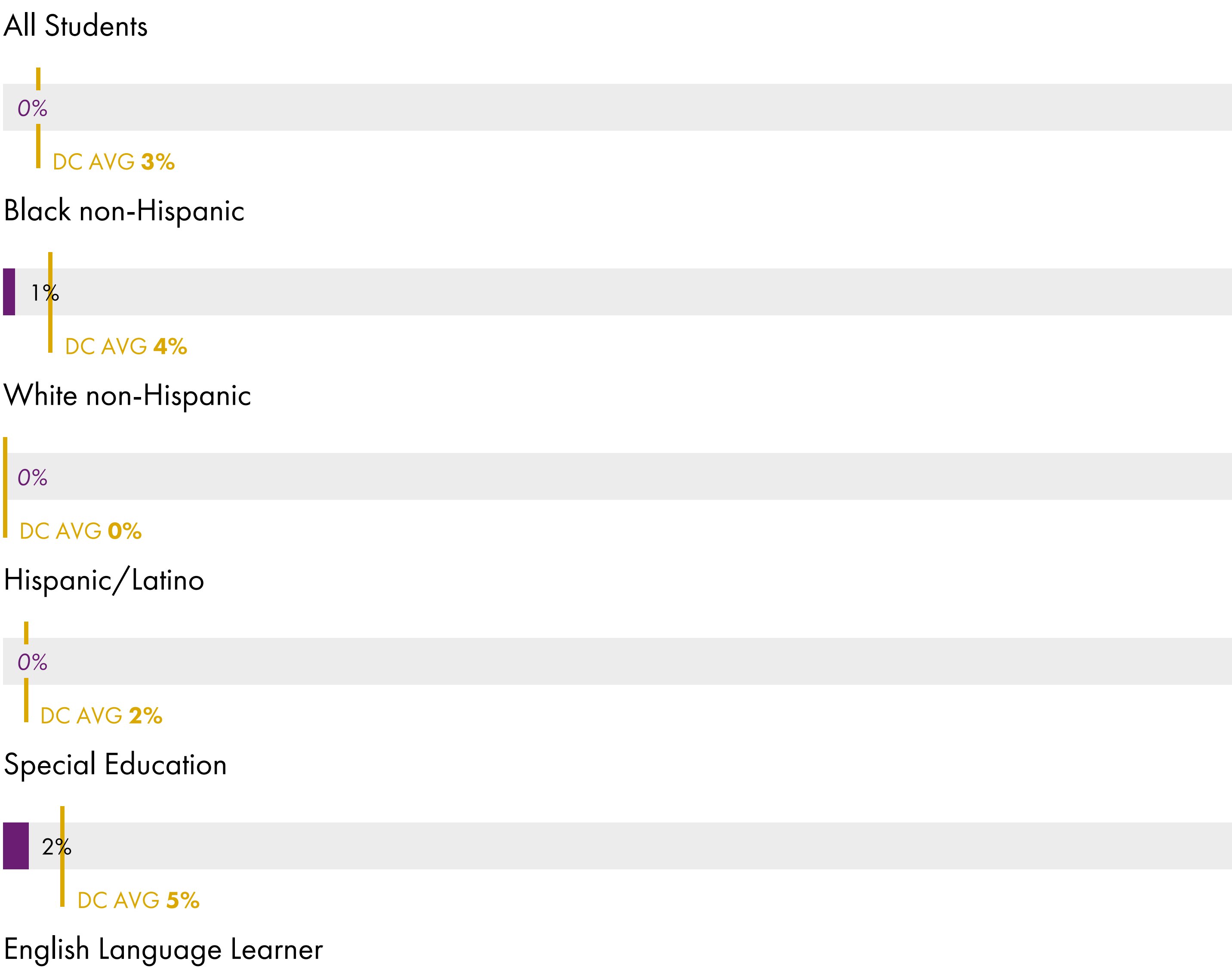
EXPULSION RATE

0.00%

DC AVG **0.01%**

Rate Of All Suspensions

This School DC Average



0%

DC AVG **1%**

Female

0%

DC AVG **2%**

Male

1%

DC AVG **4%**

Economically Disadvantaged

1%

DC AVG **3%**

Appendix B

CHARTER SCHOOL AGREEMENT

DATED AS OF 8th DAY OF June, 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

BRIDGES PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of June 8, 2005 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and BRIDGES PUBLIC CHARTER SCHOOL, INC., 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 in this Agreement and 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 years unless sooner terminated in accordance with Section 7.1 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 and any rules established by the Board. 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. The School shall be located at 1250 Taylor Street, NW, Washington, D.C. 20011 (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. 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:

A. At least 30 days prior to the first day of the School's first academic year, 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, or (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 certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of 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 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I 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 preschool through pre-kindergarten. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades preschool through pre-kindergarten. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. A. Enrollment in the School shall be open to any pupil in preschool and pre-kindergarten 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. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than seventy-two (72) pupils in its first academic year and no more than seventy-two (72) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto

B. No later than April 1, 2009 and April 1, 2014, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, 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, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) 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. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** 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 shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

(i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this

Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day 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 any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. A. No later than 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. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. 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 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. A. The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of $25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a "**Material Contract**." Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "**School Management Contract**") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 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 limits and coverage provisions set forth below:

(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. Such insurance shall provide coverage with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum deductible of $2,500 per occurrence and aggregate limits of liability of at least $2,000,000.

(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, including loading and unloading, with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a $5,000,000 minimum limit per occurrence and (b) otherwise, a $3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(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; all such policies may have deductibles of not greater than $2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than $50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a $1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a $1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a 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 with a $1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 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.

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. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2005 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. 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 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**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. "**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.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 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 5. REPORTS

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

A. **Annual Reports**: no later than November 1 of each year, beginning November 1, 2005, 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), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. **Audited Financial Statements**: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; 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 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2005, (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 and August 2005 on October 15, 2005;

D. **Budget; Fiscal Year**: no later than June 1 of each year starting June 1, 2005, 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 operating budget for the period from July 1, 2005 to June 30, 2007 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2005 a revised operating budget for the period from July 1, 2005 to June 30, 2007; 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 Board of Education 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 the Board of Education for enrollment counts by District of Columbia Public Schools;

F. **Attendance**: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

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 (including the Application or Accountability Plan) or any Material Contract, (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, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, 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**: (i) 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 any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. **Authorizations:** (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2006, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. **Board of Trustees Meeting Minutes**: Within 15 days after the end of each fiscal quarter, 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) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. **Other Information**: such other reports, financial statements and information as the Board shall reasonably request.

5.2 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 6. ORGANIZATION

6.1 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 within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

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

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

6.5 Nonsectarian. 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.

6.6 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 5.1B.

6.7 Board of Trustees. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 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 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

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

6.10 Complaint Process. No later than 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. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 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; or

(ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2005; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2005.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

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 9.2.

7.2 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:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 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.

8.2 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.

8.3 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. 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 foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 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 5 business days of the School Corporation's receipt of such funding.

9.2 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.

9.3 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.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), 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; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 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 (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) 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 and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

Bridges Public Charter School, Inc.
1250 Taylor Street, NW
Washington, D.C. 20011
Telephone: (202) 494-7885
Telecopier:

9.7 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.

9.8 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.

9.9 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.

9.10 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.

9.11 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.

BRIDGES PUBLIC CHARTER SCHOOL

By: Olivia A. Smith
Title: Founding Board Member

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: THOMAS A. NIDA
Title: BOARD CHAIR

Bridges Public Charter School Application to the District of Columbia Public Charter School Board

November 24, 2003

Submitted By:
Olivia Smith
Erika Speight
and Andrea Walders

Executive Summary

Our mission is to provide an exemplary, individualized early childhood educational program that includes preschoolers with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning.

Bridges, the name of our school, symbolizes an inclusive learning community that builds *bridges* of tolerance, awareness and support by connecting children and families with a variety of different needs, cultures and backgrounds. Bridges' educational philosophy is supported by research that reveals a strong correlation between a child's early development (between the ages of 0 to 5) and the level of academic success that a child will experience in his or her future. Bridges Public Charter School 's curriculum will focus upon acquisition of early developmental milestones in order to build strong foundations for learning. Our primary goal is to develop a nurturing, inclusive learning community that provides each child with an exemplary early childhood education and embraces the diversity of the children and families we serve.

As a child and family centered program, staff will work in partnership with families to enhance each child's developmental progress. A school-based early childhood resource center will provide current information, support and training for parents and the larger DC community. In addition, we plan to establish relationships with local universities and hospitals to promote our program as a training site for future service providers of all related disciplines (special educators, teachers, child psychologists, social workers, speech and language pathologists, physical and occupational therapists, etc).

The founding group consists of three DC residents with a combined 28 years of professional experience in education, advocacy and a commitment to the education of young children. From our professional experience, we have identified a need in the DC community for a child and family-centered early learning program that focuses upon early intervention to ensure future school success.

Program Features:

- ***Developmentally appropriate, individualized education:***

Educational programs will be tailored to meet each child's individual learning needs and developmental levels. Skills in all developmental domains (cognitive, linguistic, physical, and social-emotional) will be addressed in order to develop the whole child.

- ***Transdisciplinary, family-centered approach:***

Through transdisciplinary, family-centered planning and implementation of the educational program, students will have increased opportunities to practice and learn

developmental skills in home and school environments. Team planning will foster consistency and continuity of learning opportunities and promote collaboration and peer training among staff members and families. Transition plans will be developed for each child in partnership with families, to ensure a smooth transition from preschool to elementary school.

- ***An integrated curriculum:***

Children learn from experience. Therefore, our classrooms will be play-based and academic studies will be theme-oriented and project-based. Children will have daily opportunities to learn new skills through group and individual experiential learning. In addition, they will practice their acquired skills in thematically designed learning centers.

- ***Child-centered learning:***

Students will actively participate in all aspects of planning, developing, and assessing their learning experiences. Teachers will serve as facilitators, encouraging students to interact with peers, materials, and the environment in order to construct their own learning. With a small student to teacher ratio, teachers can consistently support each child's individualized learning.

Enrollment:

Due to the lottery system, it is impossible to determine an accurate ratio of typically developing students and students with special needs. Ideally, 56 percent of our students will be typically developing preschoolers and approximately 44 percent of the student population will have a variety of special needs. Classroom sizes and staff to student ratios will vary depending upon the needs of the students. In total, we plan to serve approximately 58 preschoolers.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Age, Grade Levels and Characteristics of the Student Population

Bridges Public Charter School will provide exemplary early childhood education programs for students ages 3 to 5 years in an inclusive learning community. Although at this time, it is impossible to predict the characteristics of our student population, we estimate that approximately 44 percent of the student body will consist of students with a variety of disabilities. We plan to recruit students with special needs from local early intervention programs, hospitals, and through DCPS referrals. Ideally, the remaining 56 percent of students will be typically developing preschoolers, who will be recruited through outreach within community centers, community based and religious organizations, local businesses, housing developments, etc. Depending upon students' learning needs, one or more classrooms may be designated as self-contained, consisting of students with more intense needs and a lower staff to student ratio (please see the Educational Plan, section c. Educational Focus, under the sub heading: Student Needs, Age Levels, and Instructional Grouping).

Educational Needs of the Target Student Population

Recent statistics reveal that the demand for child-care and early childhood education programs continues to increase throughout the District of Columbia community. According to the U.S. Department of Health and Human Services, the District of Columbia has a population of approximately 32,536 children under the age of 5. In 1997, children under the age of 5 made up 32.6 percent of the city population's poverty rate. Many families in need of child-care or early learning environments for their preschool-aged children cannot afford to pay for private early childhood programs. As of December 1, 2001, the District of Columbia stopped accepting child-care subsidy applications due to budget constraints. The Children's Defense Fund reports that as of December 1, 2001, approximately 9,124 children on waiting lists for subsidized child-care in DC.

In addition, the District of Columbia Public School System has failed to establish appropriate programs for preschoolers with special needs. Each fiscal year, DCPS spends millions of dollars to place students with special needs in private placements. The average tuition for a private special education program costs DCPS $52,632 per child, per year (Blum, 2003, p. B1). Unfortunately, when students with special needs are bussed to private programs in Virginia and Maryland, families have fewer opportunities to develop partnerships with the school program because of the distance. In addition, long bus rides are often a challenge for young children, particularly preschoolers with special needs.

The Bridges Public Charter School will provide exemplary early childhood services for preschoolers with special needs free of cost to families, and costing DCPS only a fraction of a private program's tuition. By providing these services within the DC community, families will have more opportunities to become involved in the school's mission and their children's education.

In order to serve most 3 to 4-year-olds in DC, school officials estimate that DCPS would need to provide 10,000 early childhood slots, in comparison with the current 4,200 slots they provide for preschoolers (Chan and Blum, 2001, p. B2). Superintendent Paul L. Vance supports an increase in early childhood programs in DC. He stated, "the earlier you can get these youngsters to make social and cognitive impressions, the better your chances of having productive learners...I'd like to get all of these youngsters in school as early as possible" (Chan and Blum, 2001, p. B2). In accordance with the nation's "no child left behind" mission, Bridges Public Charter School will provide a diverse group of families in the District of Columbia with comprehensive early childhood and early childhood special education services, free of cost.

Strategies to Address Student Needs

Although it is difficult to determine the specific needs of our student population at this time, we anticipate that Bridges' student body will reflect the broad range of diversity in the District of Columbia. Through inclusively educating a diverse group of students with an array of developmental abilities and working in partnership with families from varied socio-economic and cultural backgrounds, we hope to build foundations of tolerance, awareness and community. Our inclusive, child and family centered, developmentally appropriate approach to early childhood education will provide opportunities for each student to learn at his or her own individual developmental level, in a nurturing environment.

We value parents and primary caregivers as children's first and most influential teachers. Therefore, Bridges plans to serve families and the greater community by providing an on-site resource center. Parents can receive information about local resources, parenting concerns, current research, support groups, and advocacy while visiting the resource center. We are developing relationships with local universities and hospitals to coordinate early childhood education workshops, training and social events for families and the greater community. By informing families and the greater community about issues related to early childhood development, we hope to bring families together, increase parent involvement in their children's education, and build awareness and support for early childhood education within the greater DC community.

Through a variety of professional development workshops, staff members will be trained to address the needs of students from diverse backgrounds. Staff training will include: strategies to create effective inclusive learning environments, using assistive technology, literacy training, behavior management, transdisciplinary planning, language-focused curriculum for English language learners, intervention strategies for children with a variety of special needs, legal implications of IDEA, IEP development and implementation and collaboration with families

(please refer to the Educational Plan, part 3. Support for Learning, section f. Professional Development for Teaches, Administrators, and Other School Staff).

Transition Services

Through collaboration with early intervention service providers, DCPS, and community-based organizations, Bridges' staff will develop and implement transition plans for each child and family transitioning from home or early intervention programs to the public school system and from preschool to Kindergarten. After participating in community meetings and visiting educational programs, school staff will educate parents about education options and empower them to make informed decisions about their child's educational future. Through outreach within the community, Bridges' staff will collaborate with local day care centers and early intervention programs to inform families about our program and to foster a smooth transition into the learning community.

Location

Ideally, Bridges Public Charter School will be centrally located (in Ward 1 or Ward 2) to ensure a culturally and economically diverse student population and easy access from most wards in the DC area. However, we are currently exploring several different location options throughout the DC area. We are working with a commercial broker, Matthew Ward of Julien J. Studley, Inc. to identify sites and develop a financing plan for the facility (please refer to the Business Plan part 4. Facilities).

b. Mission and Philosophy

Our mission is to provide an exemplary, individualized early childhood educational program that includes preschoolers with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning.

Philosophy

Bridges, the name of our school, symbolizes the significance of early childhood development, which establishes the foundation of life-long learning. The field of early childhood education is diverse and constantly evolving. Each child has different learning strengths and challenges, therefore no single educational method or approach works perfectly for every child. Bridges' educational programs will be flexible, individualized and integrated in order to foster progress for each child. Our philosophy is made up of fluid principles, which can be adapted to meet the needs of each unique child and family.

Effective early childhood education programs are integrated, individualized, child and family centered and culturally competent. The District of Columbia's population is becoming more diverse. Bridges' student population will reflect and embrace the cultural and socio-economic diversity of the District of Columbia. By building *bridges* between children and families with a variety of different needs, cultures and socio-economic backgrounds, Bridges Public Charter School will create an inclusive learning environment that supports learning for all members of the community. Our goal is to build a foundation of tolerance, awareness and support among children and families with a variety of differences.

The constructivist learning theories of Jean Piaget, John Dewey and L.S. Vygotsky are the foundation of Bridges' educational philosophy. These developmental theories support our child-centered, integrated curriculum. Constructivist learning theories maintain that learning is an active process. Current research reveals that "children's later school success appears to be enhanced by more active, child-initiated learning experiences," because active learning prepares students to think independently and to take "responsibility for their own learning process" (Marcon, 2002, p. 20). We believe that young children learn most effectively by constructing their own knowledge while actively exploring their environment and interacting with adults and peers (Linder, 1993). Thus, Bridges Public Charter School values the process or experience of learning as much as the product of learning.

Research reveals that children learn most effectively through tangible experiences while exploring real objects, animals and people in their natural environments (e.g. neighborhoods, families, pets, trees, gardens, etc). Project work is an effective strategy to increase children's abilities to learn from life experiences.

> *Project work helps children to acquire and construct understanding of their own experience and environments, which will then strengthen their confidence in their capabilities to make sense of their world and their desire to master skills that will assist them in doing so* (L. Katz & Chard, 2000, p. 31).

Developing experiential learning skills such as inquiry, research, creative problem solving, reflection and respect for others prepares students for life-long learning, both in school settings and through life experiences. Experiential education is an ideal approach for an inclusive learning community, because it encourages and supports individualized learning, by providing students with opportunities to develop skills and construct knowledge at their own individual developmental level. Our curriculum provides the foundation of learning, teaching children to become active, independent, self-confident, inquisitive and enthusiastic students. Experiential and play-based learning teaches children "how to learn, not just in preschool, but all through their lives" (Dodge and Phinney, 1990, p. 5).

The following are additional principles of Bridges' educational philosophy. We believe that:

- All children, regardless of their learning strengths or challenges, have the right to learn in natural, least restrictive environments.

- Inclusive learning environments provide students with special needs with opportunities to learn through interacting with their typically developing peers. In addition, typically developing students learn to be empathetic and supportive towards people with differences.

- Early childhood education must be responsive to individual differences. Education must be individualized according to the varied learning strengths, weaknesses and styles of each child.

- Education must be a social process, because learning is deeply intertwined with and influenced by our relationships with other human beings.

- Language-focused approaches to early childhood education are most effective, because literacy and language skills and cognitive and social development are interrelated.

- Language should be learned in the context of social communication. Communication encourages the development of friendships, cooperation, empathy, understanding, problem solving and social competence among students with a variety of differences.

- Providing students with group study projects encourages inclusion and cooperative learning among students with different backgrounds and varied learning needs.

- Transdisciplinary educational intervention provides students with a continuum of services that are collaboratively planned and incorporated into the curriculum by teams of early childhood professionals from a variety of disciplines. Professionals gain knowledge and expertise, by reciprocally training their colleagues to implement educational strategies that expand skills in all developmental domains.

- Family-centered approaches to education build partnerships between home and school that intensify the consistency and efficacy in which students achieve learning goals. Educating and involving families empowers parents to serve as life-long teachers and advocates for their children. Providing consistency between home and school allows students to generalize the skills they learn in school and at home in different environments.

c. Educational Focus

Areas of Concentration

Bridges Public Charter School will focus upon educating the whole child through integrated, individualized, developmentally appropriate early childhood curricula. Through active learning projects and play-based activities, students will acquire and integrate skills in all developmental domains: cognitive, social-emotional, self-care, gross and fine motor, and expressive and receptive language. Inclusive learning will provide students with opportunities to learn from interacting with peers with varied strengths and weaknesses. Through inclusion, our program will build compassionate relationships among students, which will develop self-esteem, tolerance, and understanding of differences.

Student Needs, Age Levels, and Instructional Grouping

The student population will consist of 58 3 to 5 year olds. Ideally, approximately 56 percent of the students will be typically developing and 45 percent of the student body will have a variety of special needs. Depending upon student needs, children will be grouped into inclusive classrooms and non-categorical early childhood special education classrooms.

We have developed 3 different instructional grouping scenarios based upon students' needs:

1. Number of students with special needs: 25

Level 1-2 students

Level 2-7 students

Level 3-6 students

Level 4-10 students

Number of typically developing students: 33

Classroom size and staffing: 4 classes total, 5 teachers and 5 assistants

- **1 Non-categorical class with 10 students, all level 4. This classroom would have one special education teacher and two assistants.**
- **3 Inclusive classes with 16 students. Each class would have 5 students with special needs (an appropriate mix of level 1,2, and 3 students) and 11 typically developing students. These classrooms will be staffed by one teacher (early childhood, special education, or dual certification) and one assistant. We will hire an additional special education teacher to float between the three inclusive classrooms to support the students with special needs.**

2. Number of students with special needs: 46

Level 1-2 students

Level 2-10 students

Level 3-14 students

Level 4-20 students

Number of typically developing students: 12

Classroom size and staffing: 5 classes total, 5 teachers and 10 assistants

- **2 Non-categorical classes with 10 students, all level 4. Each of these classrooms would have one special education teacher and two assistants.**
- **2 Non-categorical classes with 10 students, all levels 2 and 3. These classrooms would have one special education teacher and two assistants.**

- **1 Inclusive class with 18 students. The classroom would have 6 students with special needs (levels 1 and 2) and 12 typically developing students. We will staff this classroom with one teacher (special education or dual certification) and two assistants.**

3. Number of students with special needs: 58

Level 1-0 students

Level 2-13 students

Level 3-16 students

Level 4-29 students

Number of typically developing students: 0

Classroom size and staffing: 6 classes total, 6 teachers and 12 assistants

- **2 Non categorical classes with 9-10 students, who are all level 4. This classroom would have one special education teacher and two assistants.**
- **1 Non-categorical class will have 9 students, all level 4. This classroom would have one special education teacher and two assistants.**
- **3 Non-categorical classes with 10 students with a mix of levels 2 and 3. These classrooms would each have one special education teacher and two assistants.**

Developmentally, culturally and linguistically appropriate services will be provided for English language learners. In addition, we will make every effort to hire bilingual staff to support English language learners (please refer to the Educational Plan, part 2. Academic Design, section d. Special Populations – Students with Special Needs and English Language Learners).

d. Goals

The following are Bridges Public Charter School's goals as related to our mission and philosophy. Our primary goal is to create a nurturing learning community that provides students with an exceptional early learning experience and builds *bridges* of tolerance, awareness and support among a diverse group children and families.

Bridges' educational program will:

- Encourage students to develop a positive attitude toward learning.
- Provide opportunities for students to develop curiosity about the world, confidence in their learning abilities, creativity and imagination, critical thinking and problem-solving skills, expression of feelings and ideas through play, literacy and language skills, knowledge and appreciation of the arts, humanities and sciences, competency in self-care and physical skills, and an intrinsic motivation to learn.

- Focus upon cooperative learning projects that allow students to develop relationships with adults and peers, respect others' ideas, and share their own perspectives.
- Understand, respect and embrace social and cultural diversity.
- Implement exemplary early childhood curricula that provide students with opportunities to actively learn cognitive, linguistic, physical, social and emotional skills in a safe, nurturing, and child-centered environment.
- Use a variety of effective teaching strategies to address the individual learning needs of each child in order to improve each child's developmental skills. Empower students to make sense of their complex world through active learning experiences.
- Promote positive relationships among all children and adults to encourage each child's sense of self-worth and responsibility as important members of a learning community.
- Systematically assess student's progress to identify students' needs and to adapt curriculum and teaching strategies in order to meet each student's needs.
- Develop and maintain collaborative partnerships with families. Reciprocally communicate with families regarding each student's developmental progress at home and at school. Support parents, by providing information about early childhood development and local resources in the resource center.
- Increase community awareness of the importance of early childhood development. Reach out to the DC community by establishing relationships with agencies and institutions, such as libraries, museums, universities, medical services, early intervention programs, elementary schools, and civic and cultural associations, which can support the school in achieving its goals. Provide teachers and parents with a variety of educational opportunities to increase their knowledge and skills in early childhood development and education.
- Foster smooth transitions and continuity from home to school, from early intervention or day care to preschool, and from preschool to elementary school.

(Adapted from the National Association for the Education of Young Children' s Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8.)

2. Academic Design

a. Student Content and Performance Standards

The Bridges Public Charter School will use the Montgomery County Public Schools Pre-Kindergarten Content and Performance Standards for English/Language Arts, Mathematics, Science and Social Studies. These content and performance standards are aligned with the national standards, thus, as students move from our preschool program to kindergarten, their educational foundation will fit easily into the public or nonpublic kindergarten programs that they then enter. (See the appendix for a copy of the Montgomery County Public Schools Pre-Kindergarten Content and Performance Standards for English/Language Arts, Mathematics, Science and Social Studies.)

The academic and nonacademic areas of the school have been developed using the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children - Division of Early Childhood (DEC) standards and recommendations. The program areas include: curriculum; assessment; inclusion and services for child with special needs; support for English as a Second Language Learners; family and community relationships; professional development; and, administration. The NAEYC's and DEC's guidelines present the best practices in the field of early childhood and early childhood special education. By utilizing these guidelines Bridges Public Charter School has developed a program that sets high standards for implementation, as well as developmentally appropriate educational expectations for all preschool age children.

b. Curriculum

"Young children's intellectual development is probably best served by opportunities to interact with adults, each other, the environment and with a variety of materials" (Katz & Chard, 2000, p. 47). The Bridges Public Charter School curriculum supports the development of the whole child through a balance of investigation, play, and instruction. Using science and social studies based study topics as the curriculum framework and learning centers – the curriculum areas of language arts, mathematics, science, arts and physical development are integrated throughout the curriculum and the classroom. The learning centers in a classroom include: dramatic / imaginary play, blocks, table toys, art, music, library, writing, discovery (science and math), sensory table (i.e.- sand, water, rice, leaves) and computer. Our integrated curriculum is performance-based and guided by the Montgomery County Public Schools Content and Performance Standards.

This chart presents examples of how the curriculum areas of language arts, mathematics, science, arts and physical development are imbedded in the classroom's learning centers.
Following the chart, we will discuss our specific curriculum approach using study topics and classroom learning centers.

When Children Do This:	They are Learning to:
Blocks	**Blocks**
• Put blocks in trucks and dump them out. • Use block and animal figures to create a zoo. • Build structures and towers.	• Understand size, weight, and number concepts (math & science). • Recreate the world around them (geography & social skills). • Control and coordinate muscles and understand balance and weight (physical coordination & science).
Dramatic Play	**Dramatic Play**
• Put on dress-up clothes. • Pretend to be grown-ups. • Separate cups and plates at clean-up time.	• Use their small muscle skills (self-help & writing). • Understand their experience better (abstract thinking). • Group objects in categories (math).
Table Toys	**Table Toys**
• Put pegs in a pegboard. • Finish a puzzle. • Sort pictures that are the same.	• Coordinate the actions of their eyes and hands (reading/writing readiness). • Complete a task (study habits & self-esteem). • Match and classify (math).

Art	Art
• Make play dough. • Gather paper, scissors and glue for a project. • Draw a picture of a person.	• Recognize how materials change (science). • Plan and carry out a task (study habits & independence). • Use symbols (reading/writing readiness).
Water Table	**Water Table**
• Make boats sink. • Play beside other children. • Pour water from one container to another.	• Recognize cause and effect (science & logical thinking). • Get along with others (social skills). • Understand volume and use small muscle skills (science & physical coordination).
Library	**Library**
• Turn the pages of a book from beginning to end. • Listen to a story and talk about what happened.	• Read a book from left to right (reading/writing readiness). • Love books; remember details and express ideas (language development).

(Dodge & Phinney, 1990).

The Project Approach

The project approach is the "in-depth investigation of a topic worth learning more about" (Katz, 1994). A project or study focuses on finding answers to questions posed by the students and teachers and developing a deeper, richer understanding of the topic. Topics are investigated first-hand in the community and/or brought into the classroom. The duration of a study can be as short as a day and as long as a month. In the Bridges' curriculum we use the term "study" instead of project and a study would usually be a month long. Bridges uses science and social studies based study topics as the framework for classroom learning.

Examples of social studies study topics are: Clothing, Construction, Libraries, and Families. Examples of science study topics are: Water, Bubbles, Birds, Worms, and Plants. Some topics are both social studies and science, such as Babies.

Study topics are not determined before the school year begins, but are instead developed by observing the children in the classroom. Teachers identify topics of interest and importance to the students and then collect materials and information on the topic. To begin a project a teacher would provide students with an experience that will bring out what the children already know about a topic. Then working with the children they decide what else they want to know about the topic. Topics for study are chosen based on the following criteria:

- It is relevant to the world, as children know it.
- It is meaningful and of interest to the particular children (and teachers) involved.
- It is mindful – it causes children to think.
- The topic can be researched and investigated by the children and it lends itself to first-hand experience.
- Resources such as "experts", as well as materials and equipment are available in the school or community.
- The knowledge gained from the study is worth knowing.

The topics of study are always based on "the here and now" (Sacchetti, 1999; Seefeldt, 1997). Meaning they come from children's experiences, what they know in their community, their world, and their interests. Thus, the preschoolers enrolled in the Bridges Public Charter School would not engage in a study on "The Life of Salmon" or "The Rain Forest" because these topics are not accessible to first-hand investigation nor are they part of a child's world in Washington, DC. Instead our students would learn about "Stores in the Neighborhood", "Zoos", or "Families" because these topics are readily accessible and are part of our students' world.

There are three phases to a project or study (Katz & Chard, 2000):

Phase I: Getting Projects Started

In this phase the teaching team is concerned with finding out what individual children already know about a topic and what related first-hand experiences they have had. The teacher provides a learning experience to bring this information out. The teacher encourages and records children's questions – what they want to find out about the topic.

Families are informed of the topic via notes, newsletters and conversations. Parents are asked to help children find project-related materials at home and are invited to share "expertise" or knowledge on the topic and make suggestions from their own experience.

Phase II: Projects in Progress

Active investigations are the heart of phase II. Children may take field trips to explore the topic. They observe closely, record their findings, draw pictures from observation, construct models, interview authorities, and engage in dramatic play. Further questions may arise as a result of their investigation, exploration and play.

Phase III: Concluding Projects

Children share, revisit and present reports during this phase. The class may prepare displays, dramatic presentations, or guided tours of their work for families, other classes or community members. Families may be invited to a celebration to conclude the project. (This summary comes from the Montgomery County Public Schools Pre-Kindergarten Curriculum Guidelines, pilot 1999).

"The project approach emphasizes a teacher's responsiveness to the individual child and the class as a whole. On the basis of a teacher's knowledge of the students the teacher encourages them to interact with people, objects, and the environment in ways that have meaning for them. The project approach emphasizes student's active participation in the planning, development, and assessment of their own work" (Katz & Chard, 2000, p.4).

What is an Integrated Curriculum?

An integrated curriculum carries a theme or study topic throughout the learning areas in the classroom and also imbeds the curriculum areas of language arts, mathematics, science, social studies, and art throughout. To illustrate how this is done in the Bridges curriculum and classroom, we will use the study topic of "Construction" in a vignette showing how this topic could be explored and learned about.

Near to the school there is a building being constructed and the students are talking about what they see each day on their way to and from school. The teacher, picking up on the interest expressed, brings in a hardhat to circle time and the class has a discussion about who wears this type of hat and why. During the discussion several of the children share that they have seen men and women wearing this kind of hat down the street where they are "digging a big hole". The teacher then asks the group why they think the big hole is being dug. The conversation elicits several different ideas and explanations. The class begins to talk about "construction" and the equipment used for construction. During the discussion the teacher records the ideas and vocabulary being generated by the class on a large sheet of paper. The class is very excited by the discussion and decides that they would like to learn more about construction. The teacher then makes arrangements for the class to visit the site to observe the work underway and to talk with several construction workers. Prior to the class' visit to the construction site they develop a KWL chart (What do we know? What do we want to know? What did we learn?). The KWL chart will organize what the class will look for and ask about during the visit. The chart is put on the wall in the meeting area to be completed later by the class at the end of the study project.

During the trip the teachers and parents accompanying the students record the children's interviews with the construction workers and photograph to document what is observed. The adults also help students list the names of equipment and count the different types of machines seen at the construction site. This information will later be graphed and displayed in the math area. At the end of the visit to the construction site the workers give the class some nails, a brick and PVC pipe to take back to the class. These items are put in the discovery area along with a collection of tools and nuts and bolts donated to the class by a parent.

Throughout the classroom materials connected to the topic of construction are incorporated. In dramatic / imaginary play - clothing worn by construction works (boots, hardhats, flannel shirts), pretend tools, clipboards, paper, pencils and building plans have been added. In blocks - toy dump trucks and bulldozers, picture books about different types of building and construction are added; and, paper and pencils for students who want to create building plans or draw what they have built. Two days after the visit to the construction site the teacher asks the students in the block area during activity time to problem solve about "what is the best way to build a very tall building?" The students work on discovering how balance and weight interact and build several tall structures. The teacher photographs the structures and the group asks to save them to show their classmates and share what they learned during recall time at the end of the school day. The teacher assists the students in writing a sign that says, "please do not break" which is place in the block area.

In the sensory table, water is added to the sand and children are now able to mold the sand to build houses and castles. In the writing area lists with pictures and the names of the different machines and tools learned about during the study are displayed on the wall. And, in the library picture books about machines, tools, and stories about buildings and construction are on the shelves. In addition, two copy of the class' group written and illustrated story documenting the visit to the construction site is on the shelf.

The classroom teachers serve several roles in the implementation of the curriculum. They are:

- The researcher - Teachers observe students to learn about them as individuals and the group as a whole. (This information will later enhance the implementation of the classroom curriculum.) Teachers observe students to identify topics for study. Teachers document children's learning through anecdotal notes, photographs and the development of individual portfolios.
- The planner – Teachers plan the study topic learning experiences and how to integrate the topic throughout the classroom learning centers. Teachers plan to ensure the range of developmental skill levels in the classroom is being supported (3 and 4 year olds, children with special needs and English Language learners).
- The architect / designer of the classroom environment – Teachers establish a climate of trust and acceptance, so learning can occur for all students. Teachers organize the space into learning centers and place appropriate materials in the areas that will interest and engage children.
- The facilitator of learning and social interaction – Teachers engage students in conversations; ask open-ended questions, model play and social skills. Teachers coach and scaffold, provide enough support to enable a child to do a task they could not do independently. Teachers encourage and support peer interaction.

The curriculum specialist at Bridges Public Charter School will meet with the teaching teams regularly to support them in the development of curricula and to ensure the connection with the program's content standards.

A Balance of Investigation, Play and Instruction

While play is the work of young children (Dodge & Phinney, 1990), we also believe in the need for direct instruction and guided practice to assist students in the mastery of skills and the development of knowledge. This is true for children with special needs and their typically developing peers. Throughout the school day Bridges will provide students with a balance of the three. (See the Educational Plan part 2. Academic Design, section c. Methods of Instruction for an example of a school day schedule and a discussion of specific instructional approaches.)

Special Populations: Children with Special Needs and English Language Learners

The Bridges curriculum supports all students in the acquisition of skills and knowledge. This occurs because the students choose from a variety of activities provided by the teacher and students determine their own level of challenge at which to work. Students are also supported and scaffolded by their peers and the teachers to acquire new and higher levels of skill and understanding (Vygotsky, as cited by Berk & Winsler, 1995).

The Project Approach has been used with children who have special needs, in both inclusion classrooms and self-contained / non-categorical classrooms (Helm & Katz, 2000). In 1998 researcher Rebecca Edmiaston published a study on project work in inclusion classroom. She concluded that the project approach is particularly well suited to meeting the educational needs of all young of learners. Edmiaston (1998) presented five reasons for this conclusion: 1) Project work is collaborative; all children contribute in their own way. 2) Project work is based on children's interests, and thus it engages children. 3) Projects include a variety of experiences and activities. All children are also not required to do the same thing during a project, and consequently individual abilities can be taken into consideration and individual educational programs (IEPs) can be integrated. 4) Much of the work done during a project occurs in small groups. Again, this makes it is easier to meet individual goals and to work with children with special needs. 5) The rich documentation and emphasis on documenting the activities and learning of children in a variety of ways (charting findings, drawing, painting, photographs, constructing models, interviewing experts, and dramatic play area or presentation) highlight children's strengths instead of their deficits (Helm & Katz, 2000).

For students who are English Language Learners (ELLs) many recommended strategies from Wong Filmore (1985) for second language acquisition are a natural part of the Bridges curriculum. For example: 1) the use of demonstrations; 2) modeling and role-play; 3) providing new information in the context of known information; 4) repeating words, sentence patterns, and routines; and 5) tailoring questions for different levels of language and participation. In addition, the use of themes or topics to organize a project, the hands-on concrete learning that occurs throughout the classroom, and use of choice time and dramatic play are also appropriate to help meet the learning needs of second-language learners (Christian, 1994; Perez & Torres-Guzman, 1995; Soto, Smreka, & Nekcovei 1999).

The Bridges Public Charter School will honor the full range of abilities and differences that students, staff people and families brings to the school. Through the use of curriculum resources like the Anti-Bias Curriculum: Tools for Empowering Young Children (Derman-Sparks, 1989) and Roots & Wings (York, 1991) classrooms will explicitly address, explore and celebrate the differences and similarities among students, staff and families. Moreover, classroom materials will be reflective of the different cultures and languages that are represented in the school.

Literacy

The Bridges Integrated Curriculum and the Project Approach provide on-going opportunities for the development of early literacy skills that are consistent with recommended teaching practices. Our curriculum and classrooms will provide print-rich environments, first-hand experiences that expand children's vocabulary, opportunities and tools to see and use written language for a variety of purposes, opportunities to engage in reading and writing attempts, opportunities to talk about what is read, and opportunities to engage in play that incorporates literacy tools (NAEYC & International Reading Association, 1998; Newman, Copple, & Bredekamp, 2000).

The Bridges Public Charter School will also adopt a research-based early literacy program that develops oral language skills, phonological awareness, concepts of print and alphabet knowledge. We are currently in the process of identifying a program that meets our needs. **We are currently looking at the following literacy curricula:**

- **Ladders to Literacy, Paul H. Brookes Publishing,**
- **Reading Line, Scholastic Publishing,**
- **Building Language for Literacy, Scholastic Publishing, and**

- **Let's Begin with the Letter People, Abrams & Company Publishers, Inc.**

What a Student Will Learn at Bridges Public Charter School
Through the implementation of the Bridges curriculum all students will be working towards the mastery of the following skills and knowledge in English / Language Arts, Mathematics, Science and Social Studies:

English / Language Arts
Reading
- View a book, front to back, and one page at a time, reading text from left to right.
- Differentiate words from pictures.
- Understand that speech can be written down to convey messages.
- Understand letters are grouped together to form words.
- Show awareness of beginning sounds of words.
- Recognize some pairs of rhyming words (e.g., truck/duck as seen in pictures).
- Recognize some letter-sound relationships (e.g., Peter/pumpkin).
- Repeat each word of a simple sentence.
- Discriminate separate syllables in words.
- Recognize and identify some upper and lowercase letters and associate some consonant sounds to appropriate letters (e.g., can identify letters from a random group and can match sounds to those sounds in their own names).

Literature
- Listen to a variety of books and poems.
- Relate events in a familiar story to prior experience.
- Discuss some of the characters, settings, and illustrations of familiar books (e.g., listening to a story and identify character and setting).

Writing
- Complete a sentence stem to describe clearly an event or experience.
- Participate in using books to gain information.
- Contribute to a group story about a shared experience with the teacher as a scribe and create a page for a class book.

Language
- Understand and use increasingly complex and varied vocabulary.
- Understand and use language for a variety of purposes.
- Speak in sentences of increasing length and grammatical complexity.
- Listening
- Demonstrate some active listening strategies (e.g., responding appropriately) during conversations and stories read aloud.

Speaking
- Listen with understanding and recall information from conversations, stories, and directions.
- Use language for a variety of purposes.
- Participate in group discussions.

Mathematics
Knowledge of Algebra, Patterns and Functions
- Recognize and duplicate simple patterns.
- Sort by a given attribute.

- Recognize, describe, and identify common shapes. Including circle, triangle, and rectangle.

  Knowledge of Measurement
- Describe objects according to size, length, height, and weight.
- Participate in activities using non-standard measurements for length.
- Demonstrate an understanding of concepts of time such as day, night, morning and afternoon.

  Knowledge of Statistics
- Pose informational questions.
- Participate in collecting and organizing data.
- Working in a group to organize and display data concretely on a graph.

  Knowledge of Number Relationships and Computation
- Use objects to model single-digit numbers.
- Read and count 0 –10 with whole numbers.
- Recognize numerals 0 – 10 in meaningful contexts.

Science

Skills and Processes
- Access and process information from group readings, observations, investigations, and discussions.
- Identify questions and seek answers to questions about immediate surroundings.
- Use observations and science experience to form predictions.
- Participate in simple investigations.
- Demonstrate safety when conducting an investigation.
- Use number counts and non-standard units when recording data from observations.
- Collect and record data using observations and simple instruments (e.g. hand lenses, computers).
- Describe and compare data gathered during class investigations.
- Communicate findings (i.e., speaking and drawing) from group observations and investigations to the teacher.
- Sort common objects based on one physical attribute.

  Earth / Space
- Describe the materials of Earth including land, air, and water that are needed to support living things.
- Sort and group a variety of living and non-living things based on their physical properties (e.g. shape and color).
- Identify ways life leaves evidence.

  Life Science
- Use hand lenses to observe familiar organisms.
- Describe examples that show that human beings have special parts (e.g. hands, nose) that allow them to perform certain functions.
- Identify behaviors that prevent the spread of disease.

Social Studies

Social Studies Skills and Strategies
- Use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
- Place common routines in chronological order.
- Recognize that people and families change over time.
- Identify some ways that they have changed since they were babies and toddlers.

- State personal plans for center-tine activities.
- Participate in discussing and generating solutions to a class problem.
- Recognize viewpoints of others.

Geography

- Participate in constructing and interpreting simple maps of the classroom.
- Identify and describe prominent features of the classroom, school, and playground.
- Demonstrate familiarity with the school layout.
- Identify some of the ways that goods and people are transported.

Economics

- Identify choices.

Political Systems

- Participate in creating rules for the classroom.
- Recognize what it means to be a good member of the class community.

People of the Nations and the World

- Compare cultural similarities and differences.
- Demonstrate respect for others.
- Experience the music, art, and literacy traditions of different cultures.

(This is a partial list. See the appendix for the complete list of skills and knowledge. This list of skills and knowledge comes from the Montgomery County Public Schools Pre-Kindergarten Curriculum Framework, 2001).

On-going Assessment of Students

The on-going assessment tool being used at the Bridges Public Charter School is the Work Sampling System. Work Sampling is a performance-based assessment that documents and assesses children's skills, knowledge, behavior, and accomplishments. This is done through a combination of developmental checklists, anecdotal observations and a portfolio for each child. The Work Sampling System can be used with typically developing children and children with special needs. It is a good match for our performance-based curriculum and our Inclusion program. (See the Educational Plan section 3. Student Performance, part a. Student Assessment for a description of all the assessment tools being used at Bridges PCS and for more information on the Work Sampling System.)

c. Methods of Instruction

For preschool-age children to be ready to learn they must feel secure and independent. To foster security and independence the classroom follows a regular daily schedule that the student will eventually learn. This consistency assists them in transitioning for one part of the day into another. The following schedule is an example of what the school day would look like in one of our classrooms:

School Day Schedule

Schedule	School Activities
8:30 am	School begins for students
8:30 – 8:45 am	Arrival, putting away coat & book bag, hand washing to prepare for breakfast/snack.
8:45 – 9:15 am	Breakfast/Morning Snack, Individual Activity or Individual Book

	Time.
9:15 – 9:30 am	Clean-up & Bathroom Time
9:30 – 9:45 am	Morning Meeting / Circle Time
9:45 – 11:00 am	Activity / Choice Time
11:00 – 11:30 am	Gross Motor or Outdoor Play
11:30 – 11:50 am	Story & Recall
11:50 – 12:30 pm	Lunch
12:30 – 12:45 pm	Clean-up & Bathroom Time
12:45 – 2:15 pm	Nap Time
2:15 – 2:30 pm	Put Away Mats & Bathroom Time
2:30 – 2:50 pm	Small groups & Recall
2:50 – 3:00 pm	Prepare for Dismissal
3:00 pm	Dismissal

The development of community, independence, investment in learning, self-motivation, acquisition of skills and knowledge, reflection and critique, and care for the learning environment are the goals of the instructional approaches used at Bridges. These goals are accomplished through classroom layout and design, guided discovery, group developed rules and consequences, large group and small group times, and by providing students with opportunities to make choices about their learning experiences during the school day.

Classroom Layout and Design
The classroom's layout and design helps young children organize their play and be independent. A Bridges classroom is organized into 10 learning centers: dramatic / imaginary play, blocks, table toys, art, music, library, writing, discovery (Science and math), sensory table (i.e.- sand, water, rice) and computer. The centers are defined by shelving and tables, which provide enough spaces to work and easy movement from one area to another. The number of children allowed to work in an area at one time is limited, so there is enough room for everyone to work and a distribution of students throughout the classroom. Materials in each center are placed on low selves that are labeled with pictures and words so children know where to return items after they have completed using them. The classroom learning centers are introduced gradually and students are taught how to use materials appropriately, as well as how to clean the area up when they are done. Learning how to use the classroom materials and how to work in the learning centers is done through *guided discovery*.

Guided Discovery
Guided discovery is a teaching technique used to help introduce materials, working areas, or learning processes in a classroom. It can help children make a variety of good choices, use materials successfully, and take better care of themselves, each other, and their classroom (Charney, 1997). For example, when the dramatic play is set up as a doctor's office the class is introduced to the area in small groups, three to four students at a time. The teacher and students explore the materials and learn how to put materials away when it was time to clean up. The names of the items in the doctor's office (stethoscope, crutches, blood pressure cuff, band-aides, etc.) are introduced to develop the vocabulary that would be used during play. In addition, the consequences for not taking care of the items in the area would also be discussed (i.e.- toys get

broken when we thrown them or leave them on the floor). In our classrooms all materials, areas of the classroom, and learning processes are introduced using guided discovery.

Classroom Rules and Consequences
Group developed classroom rules and consequences establish a clear and consistent approach to discipline that fosters responsibility and self-control. Each classroom's rules are generated by having whole group discussions about how people would like to be treated at school and how to care for the materials in the classroom. Once the rules are developed they are then written using positive language and are displayed with pictures at children's eye level. For example, "we use words when we are angry", "we use walking feet in the classroom" and "we put toys away when we are done". The consequences for not following the rules are also discussed and developed by the students and teachers. Consequences are logical and appropriate for the action that occurred (i.e. – students help clean up or repair classmate's work that they break). (See the Educational Plan section 4. Supports for Learning, part e. Safety, Order, and Student Discipline for more information on the schools behavior policy and expectation.)

Large Group and Small Group Times
Starting the school day by coming together as a whole group for Morning Meeting or Circle Time helps to establish a sense of community, foster responsive interactions, and create a positive climate for learning. During Morning Meeting everyone is greeted, news and information about the day is presented, and group-building activities (e.g. study-related songs or finger plays, group story writing, sharing) are done. Again, expectations for participation during circle time are discussed and practiced by the group. During morning meeting a teacher might also introduce a new material being placed in the discovery area, like magnets or pinecones. Or a teacher may initiate a group discussion by presenting a construction worker's hardhat to the class as an introductory activity to a classroom study on the topic of "construction". Other examples of large group times are story time and movement activities or games (yoga and stretching or playing "Head – Shoulders – Knees – and Toes").

Small group time consists of either teacher-led activities or lessons (e.g., making play dough in the art area, playing Memory using picture cards of clothing items) or when the class is divided into small groups at the end of the day for recalling and reflecting on that day's events. During recall students and the teachers talk about what they did during the day, with whom they did things and what they may have learned and/or enjoyed.

Activity / Choice Time
Giving children choices in their learning helps them become invested and self-motivated (Charney, 1997). Each day students will have the opportunity to make choices about where in the classroom they will work and what materials they will use. The classroom areas are opened up gradually and teachers observe and reinforce appropriate behavior and use of materials that were modeled during guided discovery. Activity / Choice Time at Bridges will occur for an hour and fifteen minutes each day. This block of time allows students the opportunity to engage in extended investigation and play with one material in one area of the classroom, or to work in several areas and with different material if they choose. During Activity / Choice Time classroom teachers observe students and take anecdotal notes, facilitate play, lead small group learning activities, and also work one-on-one with students.

In order for young children to develop mastery, they need many opportunities to explore materials, make mistakes, revisit information and practice skills. The daily schedule, our teaching methods, Bridges' investigation and play-based curriculum and the classroom learning centers allow all students to learn and succeed. Students with special needs, English Language Learners and typically developing children can work at their own individual developmental level and they are also supported in the acquisition of new skills and knowledge. For children with special needs, any adaptations to materials or instruction (e.g., had grips for paint brushes, picture symbols song card or the use of sign language) and the delivery of specialized support services (e.g., working on fine motor skills with an occupational therapist) can be easily incorporated into classroom activities and the classroom environment.

d. Special Populations - Students with Special Needs and English Language Learners

Investigation and play-based learning allows each child to engage with materials and concepts at their particular developmental level. Thus, children with special needs and English Language Learners (ELL) can utilize the same learning materials and participate in the same learning experiences as other students.

Students with Special Needs

The Bridges Public Charter School has elected to be treated as a LEA. The school will have on staff a special education coordinator, special education teachers and a social worker (the co-director Olivia Smith has a MSW). **Based on the number of children with special needs who gain admission into the school Bridges will either contract with an outside agency, such as End-to-End Solutions for Special Education, or hire therapists as staff and consultants in order to provide the support services needed (i.e.- speech therapy, occupational therapy, physical therapy, etc (Please refer to the Budget in order to see the three budget scenarios given for the three student and staffing plans.)** The special education coordinator will ensure that we meet all legal requirements for compliance with Federal Law and DC Special Education Regulations. The school will also make an effort to recruit and hire classroom teachers with dual certification (regular and special education). All teachers and assistant teachers will receive on-going training on how to support children with special needs and inclusion strategies.

At the time of enrollment parents or care-providers will complete a developmental, health and educational history on their child. This form will help staff to identify students with known disabilities and those with possible special needs. For students entering the school with an Individual Family Service Plans (IFSP) or Individual Education Program (IEP), release forms will be completed at the time of enrollment. Thus, all records and documentation can be obtained from their prior placement or intervention service providers. A student entering the school with an existing IEP will initially receive the same level of services already documented for them. All IFSPs and IEPs written by an outside program or agency will be reviewed within 30 days of the child entering the school to determine if the level of services and the goals are still appropriate for the child. After the review process all IFSPs will be converted into an IEP. Children entering the Bridges Public Charter School with IFSPs and IEPs will be placed in the classroom that is most appropriate to support their developmental and educational needs, either the non-categorical class or one of the three inclusion classrooms.

For the first year of operation, prior to the first official day of school or by the end of the first two weeks all students entering without an existing IFSPs or IEPs will be screened using the Early Screening Inventory – Revised (ESI-R). The ESI-R is a norm referenced and standardized developmental screening instrument that provides an overview of a child's current functional level and identifies children who are "at risk" for learning difficulties. The results from the ESI-R will be one of the baseline scores used to compare each student's progress and development while enrolled at the Bridges Public Charter School. **(The ESI-R is available in English and Spanish. All students will be assessed using their first language, by a school staff member or with the assistance of a translator. It is a simple play-based tool that can be administered by a teacher, an assistant teacher or a school administrator.)** Any child identified through the developmental, health and educational history and ESI-R screening tool as having possible special needs will be reassessed after a four-week period of intervention. During the four weeks of intervention the classroom teachers will make anecdotal observations and the family will be given ideas for activities to do at home with the child. The activities will work to try and re-mediate the particular area(s) of concern (i.e.- the child's cognitive, fine motor, language or social skills) as identified by the ESI-R.

After the four weeks of intervention the child will be re-screened using the ESI-R. If the child is again identified as being "at risk" the results from the re-screening and the teacher's anecdotal observations will be brought to the monthly classroom transdisciplinary team meeting. The classroom transdisciplinary team is made up of the classroom teachers, assistant teachers, teaching fellows or interns, the special education coordinator, the co-director and any other therapists that work with the classroom (speech, occupational, physical therapy, social worker or psychologist). **This group meets once a month to discuss students and classroom concerns. For the student who is identified a second time by the ESI-R screening tool as being "at risk" their** parent(s) will also be invited to attend the transdisciplinary team meeting. Then during the meeting the transdisciplinary team and the parent(s) will determine if more time and data is needed or if a referral for formal assessment is warranted. If it is determined that more assessment information is needed the second assessment tool used will be the Hawaii Early Learning Profile - HELP for Preschoolers (3-6). **The Hawaii is a play-base tool that would be administered by a school special education teacher or the special education coordinator.** (See the Educational Plan part 3. Student Performance, section a. Student Assessment for more information on the HELP Preschoolers (3-6) assessment tool.) During the transdisciplinary team meeting additional intervention strategies will be developed for the teachers to use in the classroom and for the parent at home. **(See the next section – Identification, Evaluation and Determination, and Services for Children with Special Needs for more information on the transdisciplinary team.)**

After the first year of operation, new students entering without an existing IFSP or IEP will be screened with the ESI-R prior to the first day of school or by the end of the first two weeks of school. All returning students will be screened within the first 45 days of school.

In the District of Columbia children who meet the criteria to receive special education support services, as defined by Chapter 30 of the D.C. Municipal Regulations for Special Education, are categorized by a disability label and a level. The level numbers, level 1 through level 4, correspond to the number of hours of support services (speech, occupational, physical therapy or specialized individual instruction) that the student will receive while in school. Thus, a child who is a level 4 tends to receive the highest number of hours of support services based upon need. A child who is a level 3, 2 or 1 usually receives incrementally fewer numbers of hours of support services. At Bridges PCS children who are a level 4 will be placed in a classroom exclusively for children with special needs (a self-contained non-categorical classroom) and children who fall in the spectrum of levels 1 through 3 will generally be placed in an inclusion classroom.

The central tenant of the Individuals with Disabilities Education Act (IDEA), that children with special should be placed in the least restrictive environment, is a right, not a privilege. Inclusion is a powerful tool in supporting the development of children with special needs. Inclusion provides children with special needs natural opportunity to practice the skills they are working on mastering (play, language, motor skills) and natural models to observe and interact with (typically developing peers). All children with special needs benefit from interaction with their typically developing peers. Moreover, inclusion of children with special needs at the preschool age is a particularly effective form of intervention because even the most challenged child (a child with Down Syndrome or Autism) is still more like their typically developing peer at four years old than when they are fifteen years old. The tools of intervention for the preschoolers with special needs are the same tools of play and learning for all preschool age children. Play dough, imaginative play with dolls, putting together puzzles and finger painting help all children develop and master cognitive, language, and social and motor skills. At Bridges children in the non-categorical self-contained classrooms will also have opportunities to interact with the students in other classroom. These interactions will be planned and supported by the teaching and support services staff.

In this application we present our ideal program as consisting of three inclusion classrooms with 16 students in each class and one self-contained, non-categorical classroom with 10 students. Because students are admitted to the school through a lottery process this projection may not be accurate. Therefore we have developed three scenarios for student enrollment and staffing to show the possibilities of what the school may need to do in order to support the children enrolled in the program.

Total Number of Students: 58

1) Students with Special Needs	Typically Developing Students
25 Level 1 – 2 kids	33 kids
Level 2 – 7 kids	
Level 3 – 6 kids	
Level 4 – 10 kids	

Classroom Size and Staffing: 4 classes total – 5 teachers and 5 assistant teachers

- 1 Non-Categorical Class – 10 kids, all level 4. One special education teacher and two assistant teachers.
- 3 Inclusion Classes – 16 kids, 5 with special needs (a mix of level 1, 2, & 3) and 11 typically developing kids. Each of these classrooms will be staffed by one teacher (certification: regular education, special education or dual certification) and one assistant teacher. Then there will be one additional special education teacher hired who will float between the three inclusion classrooms as the inclusion support person.

2) Students with Special Needs

46 Level 1 – 2 kids
Level 2 – 10kids
Level 3 – 14 kids
Level 4 – 20 kids

Typically Developing Students

12 kids

Classroom Size and Staffing: 4 classes total – 5 teachers and 10 assistant teachers

- 2 Non-Categorical Classes – 10 kids, all level 4. In these classrooms there will be one special education teacher and two assistant teachers.
- 2 Non-Categorical Classes – 10 kids, a mix of level 2 & 3. In these classrooms there will be one special education teacher and two assistant teachers.
- 1 Inclusion Class – 18 kids, 6 with special needs (a mix of level 1 & 2) and 12 typically developing kids. This classroom will be staffed by one teacher (certification: regular education, special education or dual certification) and two assistant teachers.

3) Students with Special Needs

58 Level 1 – 0 kids
Level 2 – 13kids
Level 3 – 16 kids
Level 4 – 29 kids

Typically Developing Students

0 kids

Classroom Size and Staffing: 6 classes total – 6 teachers and 12 assistant teachers

- 2 Non-Categorical Classes – 9-10 kids, all level 4. In these classrooms there will be one special education teacher and two assistant teachers.
- 1 Non-Categorical Class – 9 kids, all level 4. One special education teacher and two assistant teachers.
- 3 Non-Categorical Classes – 10 kids, a mix of level 2 & 3. One special education teacher and two assistant teachers.

Bridges Public Charter School hopes to serve a full range of children with special needs and their families. Some examples of the types of special needs that children enrolled in the school may have include:

- **Autism – Pervasive Developmental Disorder (PDD), Rhetts Syndrome, Aspergers.**
- **Developmental Delay**
- **Mental Retardation – Down Syndrome, some types of Cerebral Palsy, Williams Syndrome, Prader Willie Syndrome.**
- **Physical Impairment – hearing impairment, orthopedic impairment, visual impairment, Cerebral Palsy, Anopthalmia, Prader Willie Syndrome.**
- **Other Health Impairment – Attention Deficit and Hyper Activity Disorder (AD/HD), medically fragile.**
- **Speech and/or Language Impairment – articulation, receptive language, expressive language, language processing, Dyspraxia.**
- **Traumatic Brain Injury**

Identification, Evaluation and Determination, and Services for Children with Special Needs

One of the main goals of Bridges is early intervention and prevention in order to help ensure the future school success for all of the students enrolled. Students entering without IFSP or IEPs will be screened prior to the beginning of the school year or within the first two weeks of school to help identify any children with possible learning concerns.

At the beginning of the school year, students identified through the developmental, health and educational history and the ESI-R screening tool as being "at risk" for learning difficulties will receive four-week intervention to try and address the areas of concern (cognitive, motor, language or social). Parents will be given strategies and activities to do at home and the classroom teachers will work with the child and take anecdotal notes. At the end of the four weeks the student will be re-screened using the ESI-R. If the student is again identified as being "at risk" the results from the re-screening and the teacher's anecdotal observations will be brought to the classroom's monthly transdisciplinary team meeting. The student's parent will also be invited to the meeting. At the meeting the parents and school staff will determine if more time and data is needed or if formal assessment is warranted. If it is determined that formal assessment is warranted, a referral for evaluation will be made to the school's co-directors.

A parent can at any time request formal evaluation of their child by the school. Classroom teachers with concerns about individual students would bring the concerns to their monthly classroom transdisciplinary team meeting. The classroom transdisciplinary team is made up of the classroom teachers, assistant teachers, teaching fellows or interns, the special education coordinator, the co-director and any other therapists that work with the classroom (speech, occupational, physical therapy, social worker or psychologist). During the meeting strategies are developed by the group to try and address the concerns (e.g. – limited vocabulary, inability to attend to a task or play activity, aggressive behavior or hitting). The concerns and strategies are then shared by the teacher with the parent and a four-week period of intervention would begin. At the end of the four weeks the parent, teachers and the transdisciplinary team would determine what step to take next, a longer intervention period or a referral for formal assessment.

Bridges Public Charter School will follow IDEA and the guidelines and provisions outlined by Chapter 30 of the D.C. Municipal Regulations for Special. Students who need intervention support services (speech, play, occupational or physical therapy) and specialized individual instruction as mandated on their Individual Education Program (IEP) will receive support within the classroom (push-in services) and/or outside of the classroom (pull-out services).

English Language Learners (ELLs)
At the time of enrollment parents will also complete a Home Language Survey to identify the primary language or languages spoken in the home. Students identified by parents or care-providers as being ELLs will then be referred for further assessment to determine whether they should be designated with Non-English Proficient (NEP) or Limited English Proficient (LEP) status. The determination of language proficiency status for four year olds will be done using the Pre-LAS English (a norm referenced assessment tool). **This tool is only norm referenced for children four years old and older. Children who are three years old will be designated as NEP or LEP based on the information provided on the home language survey.** (See the Educational Plan section 3. Student Performance, part a. Student Assessment for more information on the Pre-LAS.)

We expect that most of the NEP and LEP students enrolling in the school will be native Spanish speakers. In order to support the inclusion of Spanish speaking students and their families in our program we will have Spanish speaking staff members who can act as translators and will work directly with students in the classroom. We will also provide written information and materials for parents in Spanish, and other languages when possible. **This includes all forms to be completed by parents/caregivers, report cards, and the parent handbook and school newsletters.**

The Bridges Public Charter School's investigation and play-based learning approach supports language diversity and second language acquisition. This occurs through students participation in classroom studies and working in the learning centers; meaningful interaction with Spanish speaking adult at school and home; and, the incorporation of materials (books, dolls, music, and classroom print) that reflect the cultural and language diversity of the students in the school (Christian, 1994; NAEYC, 1995; Soto, Smreka, & Nekcovei 1999; York, 1991). **Bridges will not hire an English as a Second Language (ESL) teacher. Instead our educational approach and curriculum focuses on the language development of all students. This is done through having staff members who speak Spanish in the classroom who can be language models. By doing this a student's first language (L1) will continue to be developed and supported. Moreover, classroom staff will incorporate students' L1 into the curriculum and environment through books, music, conversations, environmental print/labels and play. Staff will also be trained in strategies that support first language development and second language acquisition. For children from language minority groups other than Spanish they will be supported through identifying volunteers (e.g. - family members, community members) who can spend time in the classroom.** Thus, in partnership with families the language minority students will both retain their first language and acquire English as a second language.

e. Strategies for Providing Intensive Academic Support

The Bridges Public Charter School's educational program is tailored to meet each child's individual learning needs and developmental level, so no additional intervention program is needed. The classroom teachers will use the ESI-R, parent information and input during parent/teacher conferences and the curriculum-based assessment the Work Sampling System to develop individual goals for each student that will be worked on in the classroom and at home. For students entering the school with identified special needs, their IFSPs and IEPs are the guides for intervention to help support them acquire the skills that they need.

The school's staff will also provide on-going training for parents on how to support the health, cognitive, social and emotional development of children at the resource center. Examples of workshops that would be offered are: simple book making to support literacy development; behavior management – consistency and logical consequences; bedtime – how to make it easier; and, what parents need to know about IDEA.

3. Student Performance

a. Student Assessment

On-going assessment and documentation of progress are essential in order to provide a classroom environment that supports the individual learning needs and developmental levels of each student. The school will use the following assessment tools:

ESI-R (Early Screening Inventory - Revised)
The ESI-R is a norm referenced and standardized developmental screening instrument that provides an overview of a child's current functional level and identifies children who are at-risk. The results from the ESI-R will be one of the baselines used to document each student's progress and development while enrolled at the Bridges Public Charter School. The ESI-R will also be used to identify children who may need to be referred for further assessment. **The ESI-R is available in English and Spanish. All students will be assessed using their first language, by a school staff member or with the assistance of a translator. It is a simple play-based tool that can be administered by a teacher, assistant teacher or a school administrator.)**

Pre-LAS English (Pre-Language Assessment Scales)
The Pre-LAS is a norm referenced and standardized language proficiency assessment for English Language Learners. It measures a young child's expressive and receptive abilities in the three linguistic components of oral language: morphology, syntax and semantics. **The Pre-LAS is a play-based assessment that is administered by a person with native speaker English proficiency.**

Hawaii Early Learning Profile - HELP for Preschoolers (3-6)
The Hawaii for Preschoolers is an assessment tool that follows a developmental sequence. It covers 622 skills in the six developmental domains – Cognitive, Language, Gross Motor, Fine Motor, Social and Self-Help. It is curriculum based, thus allowing teachers to obtain much of the information needed through observation and interaction with student during authentic

learning/play situations. Individual testing of students can and is also done to complete the assessment. The Hawaii will be the primary assessment tool for the development of Individual Education Programs (IEPs) and will be used to evaluate the on-going progress of children with special needs. **The Hawaii is a play-based tool that would be administered by a school special education teacher or the special education coordinator.**

The Work Sampling System

The Work Sampling System is an on-going performance-based assessment that documents and assesses children's skills, knowledge, behavior, and accomplishments. It looks at each child as an individual, which is particularly useful because preschool age children enter school with a range in mastery of skills and knowledge. Moreover, Work Sampling can be used with typically developing children and children with special needs. The Work Sampling System has a high degree of overlap with state standards because it is developed using the most recent standards and guidelines from the National Council of Teachers of Mathematics, the national Council of Teachers of English and the American Association for the Advancement of Science. It is also consistent with the recommendations of the National Education Goals Panel and developmentally appropriate practices of the National Association for the Education of Young Children.

The Work Sampling System consists of three complementary components:

- Developmental Guidelines and Checklists,
- Portfolios of children's work, and
- Summary Reports completed by teachers.

Developmental Guidelines for Anecdotal Observations and Checklists

The Developmental Guidelines provide a framework that guide teacher observation and the collection of anecdotal notes. The guidelines give teachers a set of observational criteria that are based on national standards and knowledge of child development. Teachers keep on-going anecdotal records for each student to document their learning and mastery of skills in seven domains: Personal & Social Development, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development. In addition, teachers complete a developmental checklist three times a school year (fall, winter, spring). The checklists present indicators for the seven domains and provide space where teachers rate a child's current level of mastery as either not yet, in process or proficient. For example for the domain of Personal and Social Development, a teacher will rate a student on the indicators of self control – follows simple classroom rules and routines, uses classroom materials carefully and manages transitions.

Portfolios

Portfolios are valuable assessment tools because they are purposeful collection of children's work that illustrates effort, progress and achievement over time. They also authentically demonstrate the achievement of standards. The Work Sampling System approach to portfolios collects items to document development of the seven domains.

Summary Reports
A summary report will be written by teachers twice a year and shared with parents during the January and May parent/teacher conference. The summary report profiles a child's classroom performance based on anecdotal notes, the developmental checklist and their portfolio. The Summary Reports will replace a traditional report card.

Individual Educational Program (IEP) Progress Reports
For children with Individual Educational Programs (IEPs) progress reports will be written four times a year to document the progress a child is making on their individual plan. In accordance with Federal Law and DC Special Education Regulations, IEPs will be reviewed annually to determine on-going need for support services and to develop annual goals.

b. Basis for Promotion and Graduation

Preschool age children enter school with a range in mastery of skills and knowledge. Moreover, the Bridges Public Charter School's student population is made up of typically developing children and children with special needs, thus each student must be looked at as an individual. At the Bridges Public Charter School there is the expectation that all children will learn. When a student leaves the Bridges Public Charter School they will have had the opportunity to:

- Be actively involved in learning through classroom studies and play.
- Have intellectually stimulating experiences and interact meaningfully with materials.
- Be curious and ask questions about how the world works.
- Develop observational and problem-solving skills.
- Think creatively; describe their ideas and what they have learned.
- Develop oral language skills, phonological awareness and concepts of print and alphabet knowledge.
- Experience success and develop self-confidence.
- Learn group living skills, develop self-control and independence.
- Develop muscle control, coordination and confidence in body movement.

c. Student Intervention

Developing the whole child is the goal of the Bridges Public Charter School. The knowledge and expertise of the schools transdisciplinary team (the speech therapist, special education teacher, special education coordinator, etc…) will be shared with classroom teachers monthly during transdisciplinary team meetings. During the meetings concerns about all students will be discussed and strategies for intervention will be developed for implementation in the classroom and at home.

(See the Educational Plan part 2. Academic Design, section d. Special Populations – Students with Special Needs and English Language Learners for an in-depth discussion of the process for intervention with children suspected of developmental and/or leaning difficulties.)

4. Support for Learning

a. Parent Involvement

The Bridges Public Charter School sees parents as partners in the education of the students. We welcome and ask for on-going involvement in the classroom and the school.

Board of Trustees
Parents will serve on the Board of Trustees. By January of our first year, two parents will join the school's Board of Trustees. At the Parent Orientation sessions prior to the start of school, students' parents will learn about the role of the Board of Trustees and the responsibilities of Board members. Parents interested in the position will be asked to complete an application. The applications will be distributed and collected in the fall. From the pool of applicants, all the school's parents will vote to determine who will represent them on the Board. The Parent Trustees will receive training and the Board manual along with the other Board members.

All parents will have a voice in operational, learning, community and fundraising issues through the two Parent Trustees. The Parent Trustees will lead periodic parent meetings, so families can give input and raise questions and concerns that they would like brought to the Board and the school's directors.

Parent Handbook, Parent Orientation, Classroom and Whole School Newsletter
Ongoing communication and interaction between parents and school staff is vital. Upon their child's enrollment into the program, parents will receive a written Parent Handbook. Prior to the start of the school year, several Parent Orientation sessions will be held to allow parents to meet one another, get a "mini experience" in an early childhood classroom and learn about the parent board of trustees positions. The "mini experience" during the Parent Orientation is a tour and discussion of the classroom learning centers and participation in a learning/play activity, like finger painting or block building. All parents or care-providers of enrolled students will be required to attend a Parent Orientation session before their child's first day of school.

Another way we will maintain on-going communication with parents is through newsletters. Each month, classroom teachers will send home a newsletter outlining the upcoming "study topic," opportunities for classroom involvement and ideas for extending learning at home. In addition, periodic whole school newsletters will also be sent home. **All written information and materials for parents will be written in Spanish and other languages when possible. This includes all forms to be completed by parents/caregivers, report cards, and the parent handbook and school newsletters.**

The Project Approach
The Project Approach provides opportunities for parents to be involved in the classroom and to continue learning about the study topics at home. Prior to the beginning of a study parents will be informed through the monthly classroom newsletter about the upcoming topic. The newsletter will provide parents with suggestions of topic related activities to do at home (i.e.- take books out from the library, visit the zoo, art projects, etc). Parents will be asked if they can

share any project-related materials from home with the class and if they have knowledge on the topic to share. Parents will be invited to accompany classes on field trips into the community to gather information and to share information on a topic as an "expert" (i.e. – tools used to fix cars, how moms take care of themselves when they are pregnant, what working as a fire fighter is like).

Family Day

Two Saturdays each year all families will be invited to school to participate in learning experience and a whole school potluck style meal. Examples of a learning experience that parents and children could participate in on Family Day are learning how to make musical instruments with recycled materials or mask making. One Family day will be in the winter and the other will be in the late spring or early summer. The Family Day events are also an opportunity to celebrate the diversity of the students and their families. Families and staff will be encouraged to bring a food dish to share at the potluck meal that is from their cultural background.

Parent – Teacher Conferences

Tri-annual parent-teacher conferences will give parents the opportunity to talk with teachers, review their child's work and discuss their child's progress. Together at these conferences parents and teachers will develop individual goals for the child that will be worked on at home and at school. (All parents will receive information and support on how to implement and work on the goals at home.) During the first conference in September the parent will tell the teacher about their child (strengths and areas of concern). The teacher will share the results of the ESI-R, the developmental checklist and the child's portfolios. Then using the information from all these sources the parent and teacher will develop goals that will be worked on at home and at school. During the second conference in January the summary report, developmental checklist and portfolio will be shared and progress on individual student goals will be discussed. And then in May during the final conference the summary report, developmental checklist and portfolio will be shared. For students with an Individual Education Program the IEP progress summary will also be given to the family during the parent - teacher conference.

The Resource Center
A resource center will be housed at the school. The center will have a library, handouts on supporting the development of children, information on resources in the community and nationally and a computer workstation. The focus of the library's collection will be picture books about children with disabilities and adult non-fiction books on disabilities. For families who choose to sign up books will be available for lending for a two-week period. Throughout the year workshops and training will be offered on supporting the development of children with special needs and the healthy development of all children. The co-directors, special education coordinator, classroom teachers (regular and special education teachers) and intervention service providers that work at the school will lead the sessions. There will also be sessions available for the larger DC community. Workshops for the larger DC community will be advertised in local papers, at schools, health clinics, libraries, and community organizations. **Access to the resource center by the general public will be supervised. Times that the center is open will be posted and advertised in the community.**

Volunteering
Parents will have the opportunity to volunteer at the school in a variety of ways. Ability to volunteer will of course depend on the individual parent's interests and personal resources, particularly time. Parents could, but are not limited to:

1. Serve on the board of trustees (at least two positions are for elected parents);
2. Assist in the classroom;
3. Lead a classroom learning activity;
4. Join classes on field trips;
5. Participate in parent workshops at the resource center;
6. Help in the school office or resource center;
7. Work on the whole school newsletter;
8. Assist in organizing a school event, like a Family Day.

b. Community Participation

The Bridges Public Charter School seeks to utilize many of the rich community resources in Washington DC. We will also be a resource for the larger DC community.

Investigation and exploration learning, which is the core of our educational approach requires hands-on experiences in the larger community. We will take regular trips in the immediate neighborhood where the school is located (to visit the green grocer, a shoe store and the neighborhood library). We will also travel to further destinations (museums, parks or farms and performances). In addition, experts (i.e. - artists, musicians, firemen, entomologist or a pregnant mom) will be invited to the school and classrooms to share their knowledge with our students to enrich our studies.

Founding members are currently in discussion with local universities and hospitals, to establish the school as a training site for future service providers of all disciplines (regular and special educators, child psychologists, social workers, speech and language therapists, physical and occupational therapists). These partnerships will be developed and facilitated through the Founding Group and members of our Board of Trustees.

We have contacted the National Council of La Raza and the Asian American LEAD for assistance in developing appropriate supports for Hispanic or Asian families that may enroll students in our program.

Once the Bridges Public Charter School's charter is approved we will begin outreach to preschools, health clinics and hospitals, the Office for Early Intervention, ChildFind and the DC Public School System. They can then refer families of preschool age children with and without special needs to our school.

The Bridges Public Charter School will house a resource center that will have a library, a computer workstation and run workshops on child development. The focus of the library's collection will be picture books about children with disabilities and adult non-fiction about children with disabilities. The resource center and workshops will be open to the larger DC community. We will advertise about the resource center at local preschool, health clinic, and hospitals and in community papers. **Public access times to the resource center will be supervised and hours will be posted, as well as advertised in the community.**

Once we have finalized the location of our school, we will reach out to the immediate surrounding community to establish additional relationships that will benefit our students and that immediate neighborhood.

c. School Organization and Culture

A Board of Trustees that includes the co-directors, parents, experts in early childhood and early childhood special education, **administration, business, fundraising, the law, technology, and organizational development** will oversee the Bridges Public Charter School. The co-directors are responsible for the management and implementation of the educational program and the daily operations of the school. Parents will be active participants in the life of the school through the two Parent Trustees, volunteering in the school, coming to the Family Day events and attending workshops at the resource center. Intervention for students with special needs at the school will be transdisciplinary. Therefore, the students, the classroom teachers and the parents will have a group of individuals with a variety of expertise working together to support them. Finally, the staff will meet regularly with the co-directors to discuss whole school concerns. The staff will receive professional development training throughout the school year, so that the staff will also be a community of learners. (See the Educational Plan section 4. Support for Learning, part f. Professional Development of teachers, Administrators and Other School Staff for a detailed discussion of professional development.)

The Bridges Public Charter School will provide an inclusive, family and child centered, and developmentally appropriate educational program for preschoolers with special needs and their typically developing peers. Through explicitly addressing, exploring and celebrating the differences and similarities among students, staff and families, we will honor the full range of abilities and differences that each student, staff person and family brings to the school.

d. Extracurricular Activities

During the enrollment period the Bridges Public Charter School will survey the parents to determine if an after-school program is needed. The school will also develop a list for parents of programs in the area that provide after-school care to preschool age children. Depending upon the needs of our student population, the school may run a half-day summer program during the month of July. For students that qualify for Extended School Year Services (students with IEPs) and children from low-income families, the program will be free. All other students will pay a fee to participate.

e. Safety, Order, and Student Discipline

Safety

Currently, it is more important than ever for staff members to be prepared for possible emergencies. School staff will be required to participate in crisis management and emergency preparedness training. This training will prepare teachers to prevent and respond to potentially dangerous situations effectively. The co-directors and the Board of Trustees will prepare a set of crisis management and emergency response policies and procedures. The emergency response plan will outline operational procedures, evacuation procedures, shelter-in-place procedures, fire safety, and information on appropriate responses to a variety of emergency situations (i.e. shootings, terrorism, natural disasters, bomb threats, and technological hazards). Emergency telephone numbers will be posted near every telephone in the school facility. School administrators will have consistent contact with safety officials to remain updated on latest health and national security measures.

Order and Student Discipline

The co-directors and the Board of Trustees will develop a school-wide policy on expectations for all members of the learning community. These expectations will encourage each student to learn at his or her individual potential, behave in a cooperative manner that supports learning, and treat other members of the community with respect. The school-wide behavior expectations will be posted with visual cues in all common areas of the school building. Our curriculum will emphasize the development of social skills, such as conflict resolution, collaborative problem solving, and expressing emotions through words rather than actions. Teachers will provide frequent opportunities to role-play positive social interactions. Our investigative studies, a key component of our curriculum, will also focus upon developing social competence through a variety of interactive and cooperative learning experiences.

In accordance with the school behavior policy developed by the board and school administration, each classroom will develop its own set of expectations for student behavior. Classes will develop their expectations during the first few weeks of school with facilitation and support from the classroom teacher. If needed, students and teachers will collaborate to create a classroom behavior management plan that motivates positive behavior for all members of the learning community. Classroom expectations will be paired with visual cues and posted in a visible location in each classroom. If certain students exhibit disruptive behavioral challenges, a functional behavioral assessment will be administered and an individualized behavior management plan will be developed in partnership with the child's family. Frequent reciprocal communication with families through parent-teacher communication books, phone calls and conferences, will provide opportunities to compare behavior in the home and school environments and develop behavior plans collaboratively.

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

Summer Orientation

Each August, the school's staff (teachers, instructional assistants, and therapists who are school employees) will participate in a weeklong training and orientation. Summer training will be tailored to meet the changing needs of the school community. New staff will be trained in the principles of Bridges' mission and philosophy and how it relates to the curriculum. The co-directors will facilitate most of the summer workshops with input from members of the Advisory Council and Board of Trustees. These workshops focus on the following topics: behavior management, literacy, IEP development and implementation, strategies to support inclusion, sensory integration, visual strategies, transdisciplinary planning, data collection and assessment, and developing partnerships with parents. During the orientation, staff will complete a survey to determine what areas are of particular interest and need for on-going professional development activities during the school year. In addition to professional development, the summer training will provide opportunities for staff to develop team-building skills, to exchange information and expertise, and to develop a caring professional learning community.

During the school year, Bridges will contract with The Center for Young Children at the University of Maryland to facilitate curriculum workshops in Real World Studies, Language Arts Curriculum and Investigative Science Projects. The co-directors will facilitate a workshop on administering the ESI-R, Pre-LAS, and Hawaii assessments and screenings. Initially, we will contract with Pearson Early Learning to train staff in implementation of the Work Sampling System. Throughout the school year, First Aid and CPR training will be offered to school staff. Our goal is to have at least one or more adults in each classroom certified in First Aid and CPR.

Professional Growth System

Teachers' professional development will be assessed based upon the following standards:

1. **Commitment to students and their learning.**
    - **Develop positive relationships with each student. Demonstrate empathy for students. Support students through stressful experiences in their lives and provide students with consistent emotional support.**
    - **Serve as advocates for young children and their families.**

2. **Knowledge of early childhood development and implementation of developmentally appropriate practice.**
    - **Plan curriculum and teaching strategies according to students' individual developmental levels and learning needs.**
    - **Provide students with a rich variety of experiences, projects, materials, problems and ideas to explore and investigate.**
    - **Offer students ample opportunities to make choices.**

3. **Establishment of student learning in a positive, nurturing learning environment.**
    - **Create an intellectually engaging, responsive learning environment to promote each student's developmental progress.**
4. **Continuing assessment of student progress and analysis of results.**
    - **Apply assessment results in adapting instruction to meet students' needs.**
5. **Establish partnerships with families and promote support within the community.**
    - **Integrate each child's home culture and language into the shared culture of the school so that each culture is recognized and valued.**
6. **Commitment to continuous improvement and professional development.**
    - **Actively seek out and participate in opportunities to grow professionally.**
7. **Demonstration of a high degree of professionalism.**
    - **Treat all students, families and staff members with respect and dignity.**
    - **Establish and maintain collaborative relationships with colleagues, transdisciplinary team members, and families.**

    (Derived from Montgomery County Public School's Professional Growth System and NAEYC Standards for early childhood educators)

At the beginning of each school year, staff members will develop individual professional development plans, outlining specific professional growth goals based upon identified needs and/or interests. For the first two years teaching at Bridges, teachers will be formally observed 3 times per year. Prior to a formal observation, teachers will meet with the co-director(s) to discuss challenges and successes in the classroom. During the formal observation the co-directors(s) will fill out an observation form that identifies skills and needs in each of the professional growth standards.

After the formal observation, teachers will write a brief reflection about the lesson. Within one week after the formal observation, the co-director(s) will meet with the teacher to share the observation form with the teacher, and to discuss strengths, challenges and goals to improve and/or adapt instruction. Each post-observation meeting will begin with the teacher sharing his or her reflections about the lesson. In addition, teachers will be encouraged to provide the co-director(s) with feedback on their performance and the level

of support they need. Informal observations will occur on a regular basis. These observations will be designed to provide direct support to staff members, such as strategies to manage students with challenging behaviors. After informal observations, the co-director(s) will share their feedback and suggestions at the monthly team meeting.

At the end of each school year, the co-directors will meet with each staff member to discuss professional growth. This meeting will provide staff members and administrators with an opportunity to share mutual feedback, discuss strengths and challenges, and outline professional goals for the next school year.

Partnerships with local universities and early childhood organizations will provide a broad range of professional development opportunities for staff. Ideally, universities or colleges that use our school as an internship or training site will offer Bridges' staff members reduced or free tuition fees. Each staff member who participates in training programs outside the school community will be encouraged to share his or her learning experience with the Bridges professional community. Bridges is also planning to participate in the DC Charter School Teacher Quality Partnership that is currently being developed by a group of charter schools with the assistance of the Center for Student Support Services. This project will support school-based training for teachers and assist schools in meeting the new teacher preparation requirements of the No Child Left Behind Act (NCLB).

On Wednesdays, classrooms will rotate team meeting and staff development time. Each team will meet one Wednesday per month. This allows teams time to discuss student needs, plan thematic studies and incorporate transdisciplinary activities. Monthly meetings will provide additional time for team members to train each other in transdisciplinary strategies. For example, the occupational therapist may train the team in how to implement a sensory diet or the speech therapist may train staff to sign theme-related vocabulary. The co-directors will participate Wednesday meetings whenever possible to provide additional input and support.

Bridges' teacher training schedule will match the annual DCPS professional development schedule. We will follow the same half-day and full day record-keeping and staff development schedule. Throughout the school year, staff members will participate in the following training workshops:

- Collaboration: The Key to Successful Inclusion
- First Aid and CPR Training
- Early Literacy: Developmentally Appropriate Strategies to Teach Expressive and Receptive Language, Phonological Awareness, and Print Knowledge
- IEP Development and Implementation
- Transdisciplinary Team Planning and Collaboration
- Positive Behavior Management Strategies
- Project Approach Curriculum Workshops in Real World Studies
- Investigative Science Projects
- Emergency Preparedness and Crisis Intervention

- **Collaboration and Reciprocal Communication with Families**
- **Cultural Competence and Awareness**
- **Teaching and Learning Through Play**
- **Using Visual Strategies in the Classroom**
- **Using Augmentative Communication Devices to Facilitate Language Development**
- **Using Sensory Integration Techniques to Increase Attention Spans and Support Positive Behavior Management**
- **Strategies to Teach Students on the Autism/Pervasive Developmental Disorder Spectrum**
- **Data Collection and Assessment**
- **Implementing the Work Sampling System: Developmental Guidelines, Portfolios, and Summary Reports**
- **Using Assessment Results to Adapt Instruction**
- **Using Native Languages to Facilitate Instruction for English Language Learners**
- **Cooperative Learning Tools for Including English Language Learners**
- **Working With Immigrant Families: School and Culture-Two Interactive Worlds**
- **Peer Review and Reflection Techniques**

Professional Development for Administrators

During the first two years of operation, the co-directors and interested board members will participate in training workshops in grant seeking, grant writing, and proposal budgeting offered by The Foundation Center. The co-directors will also take courses in managing financial resources, management of staff, and organizational development at The Center for Nonprofit Learning and Leadership. In addition, the co-directors will pursue DC licensure in educational administration, by taking courses in educational leadership at local universities.

g. Structure of the School Day and Year

The students' school day will run from 8:30 AM to 3:00 PM five days per week. On Wednesdays, the academic day will end at 1:30 PM to provide opportunities for transdisciplinary team planning time, professional development workshops, and home visits or parent teacher conferences. Teams will rotate Wednesday meetings so that each team has an opportunity to plan together at least once a month. On Wednesdays, the teams who are not meeting will supervise the students. After naptime, students will engage in activities such as group motor activities, free play, or extended recess time.

The school year calendar will consist of 180 school days. A half-day, month-long summer program may be developed. Overall, we will follow the DCPS schedule for the school year including staff development days. During the first year of operation, we will evaluate the schedule to determine whether or not it meets the needs of students, parents and school staff.

B. Business Plan

1. Planning and Establishment

a. Profile of the Founding Group

The Bridges Public Charter School is the inspiration of three DC residents, two early childhood special educators and one former grant maker of education reform. The names of the founding group members are: Olivia Smith, Erika Speight, and Andrea Walders. As a team, we combine 28 years of dedication to improving the quality of public education for children in underprivileged urban communities. These experiences include:

- Teaching in Head Start programs;
- Administering formal and authentic assessment tools to evaluate preschoolers developmental abilities;
- Designing and implementing early childhood education curriculum;
- Developing initiatives that support parent involvement,
- Sponsoring programs that strengthen parental/community leadership skills in advocating for education reform.

More specifically, each team member brings specialized knowledge in preschool and special education, social work, and public/nonprofit management. Until we complete the recruitment of the Board of Trustees, our current founding group will also serve as the interim Board members. Bridges is in discussion with professionally diverse leaders in the DC community including: early childhood educators, special educators, educators in the arts and multiculturalism, child psychologists, pediatricians, lawyers, grant writers, nonprofit and business managers.

Below are brief biographies of the Bridges founding group. A full resume of each founding member appears in the Appendix.

Olivia A. Smith has worked in the field of education for 12 years. Currently, she is an Early Childhood Special Educator in a DC Public School. Prior to working in DC, Ms. Smith taught in HeadStart programs in Somerville, Massachusetts and Hartford, Connecticut. She also taught in an early childhood special education program in New York City. Ms. Smith has earned an MS in Education, specializing in early childhood special education from Bank Street College of Education and a MSW from Columbia School of Social Work. She has experience in case management for children with special needs, ensuring that students receive the support services as mandated on their IEP and overseeing transportation to and from school programs. In addition, she has led transdisciplinary intervention/teaching teams consisting of speech therapists, physical and occupational therapists, social workers, teaching assistants and student interns.

Ms. Smith is dually certified to teach early childhood and early childhood special education. Her professional expertise includes: curriculum planning, early literacy, inclusion, transdisciplinary intervention, intervention with students who speak English as a second language, intervention/teaching team management, case management, parent and teacher training and Individual Educational Program (IEP) Development. Ms. Smith is

also a board member of PlayStart, a school and community partnership, which raised $85,000 dollars to install a preschool playground at Bancroft Elementary School in Mount Pleasant in November of 2003. Ms. Smith was the school coordinator at Bancroft Elementary School for this fundraising and volunteering effort. Ms. Smith graduated from high school at Foxcroft School in Middleburg, Virginia and received a BA in Liberal Arts from Wesleyan University in Middletown Connecticut.

Erika M. Speight
Ms. Speight has worked as a management consultant to public sector and nonprofit organizations, and has direct experience with nonprofit financial management, strategic planning and grantmaking. She gained significant nonprofit management experience as the Grants and Office Manager for the Edward W. Hazen Foundation. The Edward W. Hazen Foundation is a national foundation that sponsors parent-led and community-based education reform initiatives. At Hazen, Ms. Speight researched and addressed the technical assistance needs of nonprofit organizations. As a Business Process Expert and Training Associate at the World Bank Resource Management Advisory Services, she has trained managers on financial controls and procurement policies and procedures, and develop business process improvements to the Bank's financial management systems. Prior to joining the World Bank, she was a Senior Business Consultant for the Andersen Office of Government Services. At Andersen, she led the redesign and implementation of the HUD Best Practices Program, designed to serve as a knowledge management tool for HUD's constituents to exchange lessons learned on a variety of projects in the housing and community development field.

Ms. Speight is currently providing consulting services to the World Bank Human Resources Services Center in the area of knowledge management. Ms. Speight holds the position of Secretary on the Board of Directors for the Avroal Condominium Association. In her spare time, she is also spearheading the strategic planning process of a philanthropic network called the National Capital Area African Americans in Philanthropy. Ms. Speight earned an MPA in public sector financial management from The Maxwell School of Citizenship and Public Affairs at Syracuse University. She was also a Fellow at the Institute for Educational Leadership. . Ms. Speight graduated from Mt. Vernon High School in Mt. Vernon, NY and received a BA in Government from Wesleyan University in Middletown, Connecticut.

Andrea Walders is a native Washingtonian who teaches 3 to 4 years old children with a variety of special needs in the Montgomery County Public School's Preschool Education Program. In addition, she serves as a consultant and case manager for itinerant preschoolers with special needs, who are mainstreamed in community preschools. As an itinerant teacher, Ms. Walders serves as a case manager and team leader, managing teams of therapists, teachers, and instructional assistants, coordinating and implementing services for preschoolers with special needs and developing individualized education programs (IEPs) for each student. As the Coordinator for Special Services in Washington Township Public Schools in Sewell, New Jersey, Ms. Walders managed and implemented integrated

home and school-based programs for students with autism and pervasive developmental disorder. As the Coordinator, she hired, trained and supervised teams of behavioral therapists and trained teachers and related service providers in effective strategies to teach students on the autism spectrum. Ms. Walders facilitated staff training in early childhood special education, augmentative communication, and behavior management.

Throughout Ms. Walders' 8-year career in education, she has worked in the following school systems: Montgomery County Public Schools, DC Public Schools; Washington Township Public Schools in Sewell, NJ; and the US Peace Corps, Thailand. Ms. Walders earned an MA in Education, specializing in infant and early childhood special education from George Washington University. Her professional expertise includes: developing and implementing educational programs for students with autism, behavior management, augmentative communication, early literacy, facilitating training workshops, consulting teachers, implementation of a variety of assessment tools, and IEP development. She is certified in infant and early childhood special education in Maryland and DC.

b. Planning Process

The District has an excess demand for public preschool education, as well as special education services. In the summary of the DC Public Schools Proposed Budget for 2004, the section on Special Education Reform describes the crisis.

"Over the past several years DCPS experienced increasing special education referrals, numerous legal challenges, a high number of non-public placements, and spiraling costs related to special education services."

In addition, many elementary schools are unable to accommodate the total number of pre-school registrants. During a recent meeting with Dr. Raymond Bryant, Chief of Special Education Reform in DCPS, he discussed the demand for public school services in the areas of early childhood and special education.

Through daily interactions with preschoolers and parents, we immediately recognized the need for a charter preschool inclusion program and the significance of developing a strong parent leadership and partnership component. Raising children with special needs may often require additional family supports, knowledge and parenting skills. The current resource deficit in the District of Columbia Public Schools makes it difficult to provide parents with the tools they need to reinforce the developmental progress of their children at home. Though our school is small, we aim to help close that gap of assistance for parents and families with children in need of special care.

Our discussion with members of the community confirmed that there is significant interest in the unique education program that Bridges will offer. Bridges engaged in dialogue with parents, teachers, charter school advocates, leaders of community-based social service organizations, university preschool and special education program directors, DCPS administrators of Special education reform, and elected officials. Our interaction with these various stakeholders were mostly communication in person, as well as contact vie email and phone calls. In the Appendix we have attached letters of acknowledgement and/or support from the various individuals that we met.

Below is a list of persons that we consulted during the planning process categorized by stakeholder groups.

Political Representatives

The founding group met with Councilman Jim Graham from Ward 1 in the early stages of our planning process. In the meeting, we discussed the mission and philosophy of the Bridges Public Charter School and sought his support to identify developers and sites to locate the school in Ward 1. Councilman Graham and his staff were very gracious in expressing support for Bridges. A letter of endorsement from Councilman Graham appears in the Appendix along with other letters of support from other institutions and community leaders.

In a meeting with Joann Ginsberg, Education Aide to Councilman Jack Evans, we discussed the Bridges Public Charter School program goals and our special interest in identifying a site for the school in Ward 2. As a result of our conversations with Ms. Joann Ginsberg, we received a letter of support for the establishment of Bridges.

A founding member also met with Jose Sueiro, the Neighborhood Services Coordinator for Ward 1. Mr. Suiero directed us to organizations and agencies in Ward 1 that could serve as a knowledge base through which we could gather useful information about the community and the interests of the residents.

Community and Parent Advocates

As Bridges emphasizes the importance of serving a multicultural population, we made it a priority to develop relationships with several organizations that represent racially and ethnically diverse communities. We have communicated with Thomas Tran, Education Advocate of Asian American Leaders Empowerment And Development (LEAD). Bridges is working with Thomas to inform families in the Asian American community about Bridges and to gather their ongoing support in ensuring that the school provides culturally sensitive support to Asian American children and parents. We are developing similar linkages with Jose Vargas at the National Council of La Raza to ensure that we raise awareness about the Bridges Public Charter School in the predominantly Spanish-speaking communities.

Curriculum and Assessment

Founding members conducted site visits to exemplary local preschool programs and consulted with early childhood educators in the development of our curriculum and curriculum approach. Francine Sacchetti, Lecturer at the University of Maryland and Curriculum Specialist for the Center for Young Children at the University of Maryland, shared her expertise on the Project Approach and real world studies. Sharon Davidson, a long time D.C. public school teacher and Adjunct Professor at Trinity College shared her expertise on early childhood curriculum and multicultural education. Linda Farrell, a reading specialist and the founder of Reading Street in Alexandria Virginia, is also working with the founding group to identify a research-based early literacy program to use at the school.

Special Education, Support Services and Compliance
Jodi Drizos, the Infant / Toddlers Education and Special Education Manager at the Rosemount Center in D.C., shared her knowledge on assessment tools, standards of practice and program structuring. Beth Giovannetti, Vice President for Education Program Design of the Education Performance Network at New American Schools, read through the areas of the application concerning students with special needs. Ms. Giovannetti is very knowledgeable on the issues and concerns of children with special needs in Washington, D.C. She serves on the Mayor's Special Education Task Force and is Vice-Chairman of the State Advisory Panel for Special Education for D.C. The founding group also meet with Nancy Opelack, founder of End-to-End Solutions, a special education support services company for charter schools. As well as Julie Camerata, the Executive Director of the D.C. Public Charter School Cooperative, another special education support services organization that works with charter schools.

After attending the EAGLE Leadership Training Project, sponsored by Howard University's Special Education Leadership Colloquium in April 2003, we connected with Dr. Rc Saravanabhavan. Our conversation with Dr. Saravanabhavan focused on developing partnerships with Howard University to build the Bridges educational expertise resource base and to pursue relationships with graduate students for the teaching fellows program. The Special Education Colloquium also gave us the opportunity to meet Dr. Raymond Bryant, Chief of Special Education Reform. The founding group later met with Dr. Bryant and discussed at length the mission and goals of the Bridges Public Charter School. Dr. Bryant has expressed interest in and support for the development of our program.

DC Charter Schools and the Charter School Community
Members of the Founding Group have spoken with the leaders of, or visited: Capital City, DC Prep, Maya Angelou, and SAIL. We have consulted with the charter school advocacy organization Friends of Choice in Urban Schools (FOCUS). We are attending meetings of the Charter School Association to learn more about the charter school community and to develop relationships with other programs.

Identification of Facilities
Nancy Huvendick, DC Liaison for the 21st Century School Fund has been assisting us in identifying contact people and possible locations for our program. We have talked with the DC Office of Planning, Developers working in Ward 1 and 2, and officials at DCPS to identify possible unused space within a DC Public School. **We are also working with a Commercial broker, Matthew Ward of Julien J. Studley, Inc, to identify a site. (See the appendix for a letter from Matthew Ward that outlines the support and services Julien J. Studley, Inc. is providing the school in our search for a facility and the subsequent financing and renovation of the space to make it an appropriate space for preschool age children and children with special needs.)** In order to help finance leasing of a space and/or purchasing and renovation, we will work with Jennipher Snowden, Assistant Commissioner at the Department of Banking and Financial Institutions to apply for the DC Public Charter School Credit Enhancement Fund.

Several educators, charter school advocates, and community leaders reviewed and helped shape the final draft of this application.

Relevant Literature and Research

The academic and nonacademic areas of the school have been developed using the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children - Division of Early Childhood (DEC) standards and recommendations. The NAEYC's and DEC's guidelines present the best practices in the field of early childhood and early childhood special education. By utilizing these guidelines Bridges Public Charter School has developed a program that sets high standards for implementation, as well as developmentally appropriate educational expectations for all preschool age children.

c. Corporate Structure and Nonprofit Governance

The Bridges Public Charter School is in the process of being incorporated and in the process of securing status as a 501(c) (3) nonprofit organization. Please see the attached draft articles of incorporation in the Appendix.

2. Governance and Management

a. Board of Trustees

Board Composition

We recognize that a diverse Board composition with a strong commitment to the mission and goals of Bridges is vital to the school's success. **During September and November of 2003, the founding board members recruited leaders in the DC community that have expressed a commitment to making the Bridges Public Charter School a success. The board membership includes, lawyers, former and current early childhood educators, grant writers, fundraisers, information and system management specialists, strategic planning facilitators, education administrators and disability compliance officers . The founding board membership is currently considering the recruitment of one or more candidates from a community-based organization.**

Parents of preschoolers at Bridges will play an integral role on the Board. Bridges will expedite a process for selecting at least 2 parents to serve on the Board. Our goal is to ensure an active and visible presence of parents on the Board by January 2005.

Below is a list of the Board of Trustees (excluding the founding board members) and a description of their professional backgrounds. Additionally, this list is followed by a description of Advisory Council members. (See Appendix I on the Confirmation of Board of Trustees Service and Board Contact List.)

Board Members' Information

Kevin Ciotta
Kevin Ciotta is a principal in JM Associates, an advising and consulting firm to higher education and industry leaders serving the higher education market. JM Associates partners with colleges and universities to support the strategic use of technology and process change, helping institutions transform the way they ³do business² to serve their communities and meet their goals and mission. He has over 15 years of higher education and consulting experience. Mr. Ciotta¹s areas of specialty include project planning, process change, communication planning, change management, organizational planning, group facilitation, and mentoring. Mr. Ciotta is a former employee and graduate of Georgetown University in Washington, DC.

Jonathan Dick
Jonathan Dick is Director for Product Development at Blackboard Inc, a leading educational software company. At Blackboard, Jonathan manages the development of internet-based tools and technologies that help schools extend and enrich the educational experience. Prior to joining Blackboard, Jonathan had 9 years of experience in academic computing at the University of Rochester. As a Senior Analyst/Programmer for the University Computing Center, he worked directly with instructors to apply emerging multimedia and networking tools to their educational challenges. He holds a bachelor's degree in Cognitive Science from the University of Rochester, and has a particular interest in the fields of psychology of language and computational linguistics.

Gerarda Hanna
Gerarda Hanna has 13 plus years of experience in the areas of Early Intervention and Early Childhood Special Education administration. She has worked for both large and small school districts and early intervention agencies in developing inclusive educational programs and early intervention transition programs for children with disabilities between the ages of birth to six years of age. In addition, her background in business and law lend special expertise in issues relating to personnel management, budgeting and the Individual for Disabilities Education Act.

Janene Jackson
Janene D. Jackson is currently the Executive Director of the District of Columbia State Complaint Office of the District of Columbia Public Schools (DCPS). Prior to working for DCPS, Ms. Jackson served as the Committee Clerk for the Committee on Education, Libraries and Recreation of the Council of the District of Columbia, which is chaired by Council member Kevin P. Chavous. Ms. Jackson received her Bachelor of Arts in English Literature from the City College of New York in 1995 and received her Juris Doctor from American University, Washington College of Law in 1998. In addition to serving as a member of the Board of Trustees for The Bridges Public Charter School, she serves on the Dean's Diversity Council for Washington College of Law.

Ivy Johnson
Ivy Johnson is an associate in the Washington, D.C. office of Skadden, Arps, Slate, Meagher & Flom. Before joining Skadden, she served as law clerk to the Honorable Jackson L. Kiser, U.S. District Court, Western District of Virginia, as an analyst for the Central Intelligence Agency and as a legislative aid to U.S. Senator Alan K. Simpson. Ivy earned a B.A. in politics and economics and a J.D., magna cum laude, from Washington & Lee University. She served as Senior Articles Editor of the Washington & Lee Law Review and has published articles on several legal topics. She has volunteered time for a variety of organizations focused on children and education, including Big Brothers/Big Sisters, the Campagne Center in Alexandria, Virginia, College Bound, and now Bridges Public Charter School.

Iris Rothman
Iris Rothman is the President of the Board of Directors of PlayStart, Inc. Playstart formed to develop a preschool playground for both HeadStart and neighborhood children in Mount Pleasant, DC. She has worked as a writer and editor for nonprofit and public interest organizations for the last twenty years, including the Latin American Youth Center's Next Step Charter School for Latino teen parents and other at-risk youth. The foundation proposals she has developed have raised more than three-quarters of a million dollars for the Teen Parent Support Program that provides social service support to the students at the Next Step. Prior to her work in proposal writing, Ms. Rothman worked in a HeadStart program in Rankin County, Mississippi, Step. She has a Bachelor of Arts magna cum laude from Barnard College and a Master's Degree with Distinction in Social Psychology from the Harvard University Graduate School of Arts and Sciences.

Advisory Council Members' Information

David Domenici
David Domenici serves as See Forever's Executive Director. David has worked with our target population since the inception of Project SOAR, the predecessor program to See Forever and Maya Angelou in 1995. He is a 1992 graduate of Stanford Law School. He served for eight years as the volunteer director of DCWorks, a summer pre-college program for at-risk teens from DC, Philadelphia, and New York. His work experience includes one-year teaching school full-time in DC, an internship at the Public Defender Service for the District of Columbia, two years in finance on Wall Street, and three years in general practice at the law firm of Wilmer, Cutler & Pickering. David is a 1998 Echoing Green Fellow, a member of the 1998-99 Washington Post Principals Leadership Institute, and a 2002 Ashoka Fellow.

Emi Gittleman
Emi Gittleman is the Director of Putumayo Kids & Education Division of Putumayo World Music. She has an MA in Education from the Bank Street School, and over ten years experience in teaching, staff development and educational consulting.
In addition to her primary role in writing the "World Playground Multicultural Curriculum," she created Putumayo World Music's outreach program consisting of teacher training, workshops, and presentations geared at Elementary School children.

Prior to joining Putumayo, Emi worked as an Environmental Educator and Science Teacher. Emi has a strong interest in helping children and adults re-ignite their love for learning and a curiosity about their local and global communities.

Theodore Sky

Theodore Sky recently retired as senior counsel to the general counsel of the U.S. Department of Education. He served in this capacity since 1988. Prior to this Mr. Sky was an associate general counsel and assistant general counsel for the Department of Education. He was a former attorney with the firm Klagsbrunn and Hanes in Washington, D.C., served as an assistant counsel for the Judiciary Committee of the U.S. House of Representatives and as an attorney for the U.S. Securities and Exchange Commission. Mr. Sky's legal publications include articles on congressional investigations, education legislation in the United Kingdom and legal issues pertaining to federal aid in the United States. He is a member of the bar of the U.S. Supreme Court, the U.S. Court of Appeals for the District of Columbia Circuit and the American Bar Association. Mr. Sky has been recognized for his public service by being awarded the Presidential Rank Award of Meritorious Executive from the Senior Executive Service and the Superior Service Award from the Department of Health, Education and Welfare. He is presently serving as a legal consultant and working on a manuscript on the history of the federal spending power. In addition, he currently teaches education law as a distinguished lecturer at The Catholic University of America's School of Law.

Board Duties

The primary role of the Board is to shape the policy direction and serve as the governing body for the school . As such, the Board is empowered to ensure that school operations and administration meet high standards of accountability to the students, parents, and professionals within the school.

In accordance with the Board duties described in the bylaws, below is an outline of ten key responsibility areas of the Board :

1. Form and uphold the school's Mission and Philosophy
2. Select the Co-Directors
3. Support and review the performance of the Co-Directors
4. Ensure effective organizational planning
5. Oversee the acquisition and utilization of resources required supporting school operations.
6. Ensure the school's compliance with all applicable educational standards
7. Monitor the organization's programs and services
8. Serve as community outreach leaders and school advocates
9. Serve as an agent of mediation in cases of conflict on behalf of the school

10. Raise funds for the school.

As governors of Bridges, the Board will maintain an agenda to continuously improve the performance of the school. As described in the Accountability Plan, the Board will use various assessment tools to measure Bridges' success including information that the staff will provide such as parent surveys, reports on student progress, financial reports and other applicable materials.

The Board of Trustees are expected to serve as the institutional and fiduciary guardians of Bridges and in doing so are expected to perform the following major activities.

- The Board members agree to attend Board meetings, participate in selective committee work, and visit Bridges either while the school is in session or during a Family Day event at least once a year.
- The Board agrees to participate in strategic planning to shape the vision and philosophy of Bridges and perform oversight and support in the school's pursuit of these interests. The Board must be prepared to approve the selection, compensation, and if necessary, dismissal of the executive staff, and to assure regular evaluation of the executive's performance.
- The Board will review and approve annual and quarterly budgets. A decision to review monthly budgets will be determined by the Board. As required, Executive staff will provide information on a regular basis including the budgets and annual student progress reports.
- The Board will oversee adherence to the budget and contract an independent audit firm to review Bridges' financial statements and financial management processes.
- The Board will assess its performance and identify and plan appropriate training in areas of weakness.

In Bridges first year of operation, the founding group anticipates more frequent interaction between the Co-Directors and the Board, to help solidify the institutional goals. However, throughout their involvement, we will refer to the bylaws when necessary to ensure that the proper checks and balances are applied to distinguish Board versus staff duties.

Board Structure and Relations

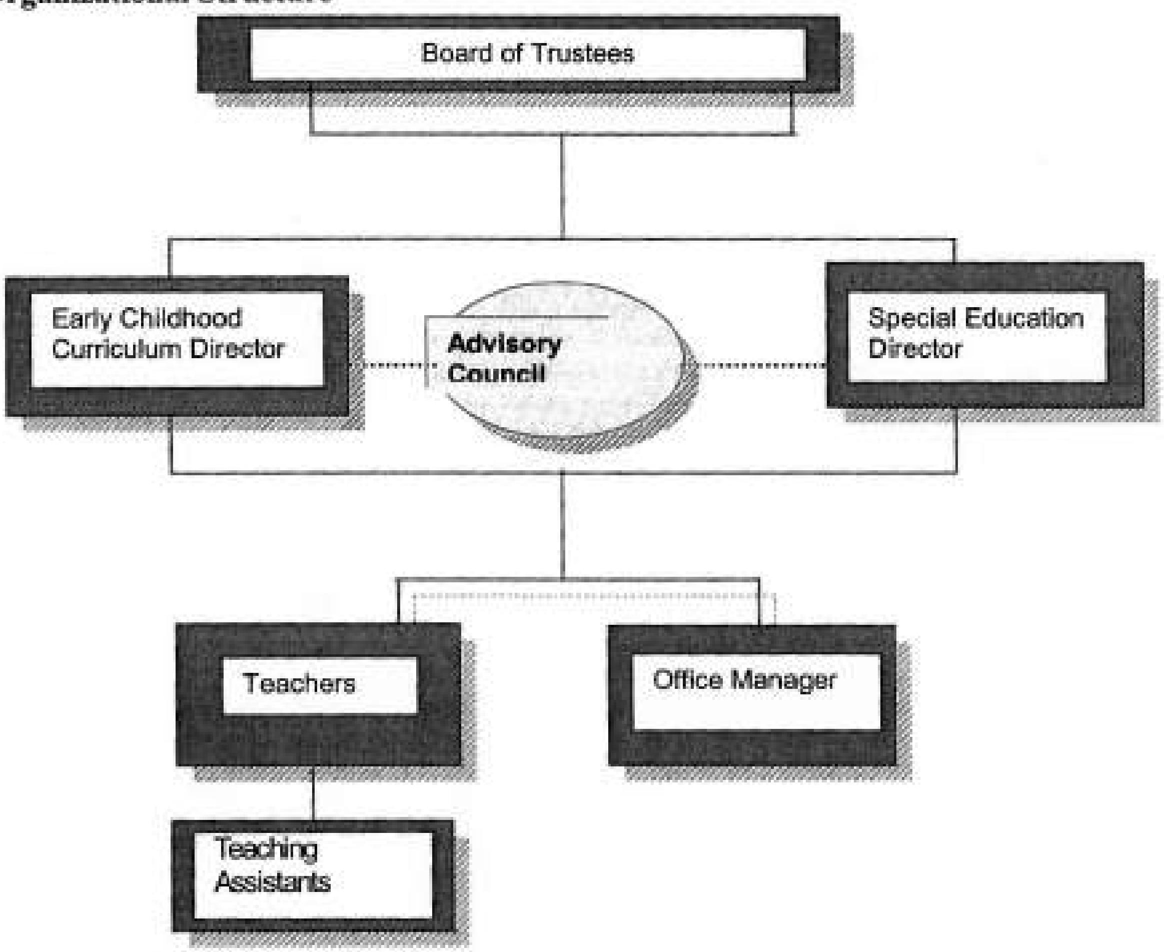
The Board of Trustees will function as a team guided by the leadership of the Executive Officers of the Board: the President, Vice President, Treasurer, and Secretary. The executive officers form the Executive Committee of the Board. The Board will form additional committees in the following areas applicable to the schools needs: early childhood education, special needs education, business/nonprofit management, community outreach, and fundraising.

The Board of Trustees will support the performance of each Co-Director and establish a cooperative relationship based on their mutual interest in helping the school achieve its goals. The Board and Co-Directors will collaborate to establish annual goals and to determine the performance criteria to be used in evaluating each Co-Director. The two parents serving on the Board will serve as spokesman of families attending Bridges. Parents will also have opportunities to engage with the Board of Trustees through the Family Days held in the winter and the spring.

b. Rules and Policies

The Rules and Policies of the Board are detailed in the bylaws. Additionally, rules and policies for governance and the school's operations will be outlined in the staff manual and Board guide. The founding group is in the process of developing these documents using the best practices of existing charter schools and tailoring these guidelines to best meet Bridges' needs and structure.

Organizational Structure



Advisory Council

In addition to working closely with the Board, Bridges will develop an Advisory Council, composed of leading professionals in the fields of early childhood education, special education services, fundraising, business, and law. Our goal is to ensure that we employ best practices in the classroom and management of the school. The Advisory Council, will perform a role separate from the Board and will not act as a governing body. Members of the Advisory Council will not serve on the Board of Trustees.

c. Administrative Structure

Staff Structure

Recognizing the need for balanced leadership in supervising the delivery of the general early childhood curriculum and the delivery of special education services, Bridges will have Co-Directors to manage these two areas. An office administrator will be hired to help the Co-Directors conduct the daily business operations of the school. Bridges will outsource the recording of payroll. The teachers will implement the direct instruction to the preschoolers and manage the classroom with the help of teaching assistants. All teaching staff will be in compliance with the *No Child Left Behind Act.*

Co-Director and Early Childhood Curriculum Leader

- Lead and supervise the early childhood curriculum portion of Bridges program.
- Train and supervise the teachers' implementation of the Bridges' curriculum
- Supervise all financial activity, and manage and develop the school budget.
- Ensure the school's compliance with federal and local standards for pre-school education.
- Serve as lead program manager of the Parent Resource Center, and lead the development of the resource library and coordination of parent volunteers.
- Co-lead in the development of the agenda for Board meetings and report to the Board on school programs and operations at annual and mid-year Board meetings.
- Co-lead the development of fundraising plan, create proposal and/or promotional materials, and organize activities to solicit support from foundations, and other donor sources.
- Co-lead the supervision of teaching and administrative staff , nurturing and ensuring their professional development, monitoring and evaluating their performance.
- Co-lead in the hiring and dismissal of teaching and administrative staff.
- Lead the hiring and supervision of contracts to provide services pertaining to school operations and/or administration.

Co-Director and Special Education Coordinator

- Lead and supervise the delivery of services to children with special needs.
- Manage records pertaining to students with special needs.
- Ensure the school's compliance with federal and local guidelines and standards pertaining to serving children with special needs.
- Oversee the IEP process and chair IEP meetings.
- Oversee the teaching fellows program, act as lead liaison to local universities in recruiting interns.
- Plan and facilitate professional development workshops for school staff.
- Co-lead the development of the agenda for Board meetings and report to the Board on school programs and operations at annual and mid-year Board meetings.
- Co-lead the development of fundraising plan, create proposal and/or promotional materials, and organize activities to solicit support from foundations, and other donor sources.
- Co-lead the supervision of teaching and administrative staff, nurturing and ensuring their professional development, monitoring and evaluating their performance.
- Co-lead in the hiring and dismissal of teaching and administrative staff.
- Lead the hiring and supervision of contracts to provide services pertaining to school programs, particularly regarding services for students with special needs.

Office Manager

The Office Manager will assist the Co-Directors in the business operations of the school. Ideally, the position will be held by a person with a strong multi-task orientation, highly self-motivated, and have demonstrated compassion for young children and families of diverse economic and cultural backgrounds. Knowledge of Excel and basic accounting principles will be critical for the Office Administrator's role.

- Handle daily business activity, such as ordering school supplies and materials, food, deliveries, office/equipment maintenance repairs.
- Keep accurate and orderly records of school finances, and do all bookkeeping entries.
- Serve as bookkeeper on daily transactions of expenditures and revenue
- Work closely with accountants to prepare annual financial statements and with the auditors to prepare for the audit of Bridges.
- Maintain general student records

- Serve as a receptionist, and communicate to parents, visitors and other interested parties appropriate and necessary information.
- Organize, and coordinate, communications for parent/teacher and Board meetings
- Assist in the coordination of the Parent Resource Center services and activities.
- Assist the Co-Directors with administrative tasks, including copying, filing and mailing materials.

Classroom Teacher

Teachers actively participate in the development of both curricula and school programs. The primary role of teachers is to help each preschooler develop their social, emotional and cognitive abilities. Each teacher must be certified to teach pre-school education, though it is Bridges goal to hire teachers that are dually certified in pre-school education and as well as early childhood special education. .

- Teach pre-school education using the school's early childhood education curriculum approach
- Apply the appropriate methods in compliance with regulations to teach preschoolers with special needs.
- Develop and nurture the social, emotional, linguistic, cognitive and physical abilities of the preschoolers
- Develop individualized education programs for each student with special needs, in collaboration with transdisciplinary team members and families.
- Assess the progress and determine the individual development plan for each pre-school student and plan individualized education activities based upon assessment results.
- Serve as school ambassadors interacting with parents to understand each child's background and to assist families in supporting the progress of their children at home.
- Collaborate with other teachers and seek guidance and support from the Co-Directors to develop and deliver an appropriate educational program.

Teaching Assistants

Teaching Assistants will focus on supporting the lead teacher in managing the classrooms and monitoring the developmental progress of the students. Each assistant teacher must have a high school diploma or its equivalent plus the completion of two years of college; completion of an associate's degree or higher. Alternatively, if the teaching assistant does not have the credentials described above they must demonstrate on a formal state or local test, their knowledge of and ability to assist in teaching reading, writing, and math, or readiness for those subjects. **Having a Child Development Associate credential (CDA) is also viable documentation of training and preparation for being hired as an assistant teacher.** Preferably, the teaching assistant will be aware of basic teaching principles of working with and show sensitivity to working with children with special needs.

- Assist in teaching pre-school education using the school's early childhood education curriculum framework
- Assist in applying appropriate strategies to educate preschoolers with special needs, in compliance with State and Federal regulations.
- Assist in developing and nurturing the emotional cognitive and social abilities of the preschoolers
- Collaborate with other assistant teachers and seek guidance and support from the teachers to enhance their professional development.

Parent Relationship Development

As representatives of the parent community, the Board members that are parents will be asked to lead three forums within the school year for parents of Bridges preschoolers. The forums will facilitate communication to parents on operational, learning, community and fundraising issues. The forums will also serve as a medium to build relationships among the families and enable parents to give feedback and raise questions and concerns that they would like brought to the school directors and the Board. The Directors will attend a parent forum only upon the request of the parent Board members. We will also encourage and support the parents to organize and develop a parent organization, administered by families to promote collaboration, awareness and involvement in the school community.

d. School Management Contracts

As outlined in the administrative structure, Bridges will be managed by the Co-Directors and therefore will not require a contract to outsource the management of school.

3. Finance

a. Anticipated Sources of Funds

The proposed budget for Bridges Public Charter School estimates income from several sources of public funds. Based on our target for student enrollment of 58 pre-school age children, we expect to receive $559,410 in basic per pupil and facilities allocation funding. In the event that the school has sufficient resources and space, we may enroll 58 students. The total per pupil funds for 58 students would make us eligible for $559,410 . Please note that our plans are to open the school in what is considered the fiscal year 2005. The per pupil estimates mentioned here are based on Fiscal Year 2004 per pupil funding since future estimates are not available (Please refer to Part F to review the following 3 budget scenarios).

Due to the Bridges Public Charter School's emphasis on serving children with special needs and serving an ethnically diverse population, we anticipate being eligible for an estimated $254,133 in special education funding and $15,720 for NEP/LEP funding. Since we are unable to accurately predict our student demographic representation, we recognize that these figures may fluctuate. Any expenditure associated with this projected revenue will be equally adjusted to reflect additions/subtraction based on the eligibility of the students enrolled.

Additionally, we expect a total estimate of $9,099 from Federal title grants including Title II Part A and Part D, Title IV, and Title V. Similar to Special Education and NEP/LEP funding requirement the Title funds will need to be adjusted based on the eligibility of the student population.

We have identified several local, regional and national funders that support charter schools, pre-school programs, and/or parent resource centers. Once we receive approval to establish the Bridges Charter School, we plan to seek start-up funding and to fill any anticipated budget gaps from several foundations. The foundations that we plan to target are discussed in the next section.

b. Planned Fundraising Efforts

The Co-Directors will lead the development and coordination of fundraising efforts with the support of the Board's fundraising committee. Fundraising activities will include proposal writing, solicitation of local donors, and events planning. The Board's fundraising committee will include professionals with development expertise.

Upon receiving the approved charter, the Bridges founding group will make grant writing a priority to secure start-up funding for the school. Since Bridges will not open until September 2004, this lead-time will provide the team with sufficient time to close any potential budget gaps and generate seed revenue. Below we have listed several foundations that currently support programs for pre-school age and disadvantaged children and their families. The listed funders also include organizations that are sponsors of charter schools, teacher professional development, capital campaigns and capacity building.

The budget projections for the first year and subsequent years contain a budget gap of approximately $100,000. We are confident that the founding team and the Board will successfully raise the money to close the funding gap. During the planning process, we outlined a list of foundations and government grants that will pursue for financial support.

Funding source	Funding Programs	Giving Range	Deadline	Award Notification
Morris & Gwendolyn Cafritz Foundation	**Educational Services and Schools**	**$10,000 to $30,000**	**Mar.1, July 1, Nov. 1**	**6-9 months**
Freddie Mac Foundation	**The Early Years (Birth to 6 years)**	**$5,000 to $50,000**	**Mar. 1, Sept. 1**	**May 14, Nov. 15**
Phillip L.	**Early Childhood**	**Under $10,000**	**Not available**	**Not**

Graham Fund	Education			available
Eugene and Agnes E. Meyers Foundation	Education and Nonprofit Sector Advancement	$5,000 to $30,000	Feb. 14	Not available
DC Children & Youth Investment Corporation	Education	Not available n	RFP	Not available
Prudential Charter School Lending	Charter school facilities	Not available	Not available	Not available
Office of Elementary and Secondary Education, Dept. of Education	Charter Schools Facilities Financing Demonstration	$2,500 to $10,000	Date to be announced	Not available
Office of Elementary and Secondary Education, Dept. of Education	Title V, Part D , Subpart 21= Parental Assistance Centers	$200,000 to $500,000	Date to be announced	Not available
Office of Elementary and Secondary Education, Dept. of Education	Title I, Part B Subpart 2- Early Reading First	Not available	Apply to DC, date to be announced	Not available
Office of Elementary and Secondary Education, Dept. of Education	Title II, Part A, Subpart 5- Early Childhood Educator Professional Development	Not available	Date to be announced	Not available

Fundraising Events

During the school year, the Co-Directors, teachers, and members of the Board's fundraising committee will organize an annual fundraising event in the winter. The fundraising event will highlight the creativity of the preschoolers. The first year we will kick-off the annual fundraiser by conducting a silent auction of the Bridges preschoolers' art work at a dinner. We will contact local businesses to request in-kind donations to award guests at the fundraising events. Additionally, as part of our continuous agenda to build parent partnerships, we will work to foster strong parent involvement and ownership in the school by encouraging their participation in fundraising activities.

c. Financial Management and Accounting

Bridges will use generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants) in maintaining the school's financial records.

The following outline of financial management guidelines describes in further detail how the Office Administrator and Education Curriculum Director will document and control the finances:

We will seek the services of an Accounting firm with Certified Public Accountants to assist the staff in achieving efficient and effective management of school finances. Staff will use accounting services on a minimal basis to seek guidance when questions arise or on special or elaborate financial matters. Below we highlight the key financial controls and procedures that we will apply in running the school's business functions.

- Bridges will apply professional accounting standards in recording the school's financial activity.
- Proper internal controls will be applied in managing finances. All purchases exceeding $10,000 will require two signatures, one from a Co-Director and another from a Board member. Only one Co-Director will be required to sign checks below the threshold of $10,000.
- The Office Administrator will order items only after receiving approval from the Co-Director handling financial administration.
- The Office Administrator will conduct monthly bank reconciliation to ensure that all income and expenses are properly recorded and generate monthly statements of balances. The Co-Director handling finances will review monthly statements to perform due diligence and compare actual expenditures to the approved budget.
- The Bridges Public Charter School's staff will use appropriate standards to tag, inventory and depreciate all capital assets.
- The school will aim to maintain a minimum of $40,000 in cash on hand at any given period of the school year.

d. Civil Liability and Insurance

In accordance with the DC Public Charter School recommendations for civil liability and insurance, the school will secure the following base level of coverage. The Board and executive staff will continuously review the insurance to determine if additional coverage is needed. Our budget includes estimates for the following amounts of liability:

General Liability	$2,000,000
Directors and officers liability	$1,000,000
Educators Legal Liability	$1,000,000
Umbrella liability	$4,000,000
Property	100% of replacement costs
Workers compensation	$100,000 each accident, $100,000 disease each employee, $500,000 disease policy limit

At this time we do not anticipate a need for insurance on boiler and machinery or auto liability.

e. Provision for Audit

On an annual basis, a certified public accountant will audit the school's financials according to Generally Accepted Accounting Procedures (GAAP). Bridges currently plans to use the services of Walker & Company LLP Certified Public Accountants and Management Consultants to audit our financials. The firm is located in the District of Columbia and currently conducts audits for other public charter schools including Maya Angelou PCS.

4. Facilities

a. Identification of a Site

We seek to locate the school in either Ward 1 or Ward 2. However, we are also looking into other areas of the city. We have been speaking with a wide range of individuals in order to identify an appropriate site for the school. We have talked with the DC Office of Planning, developers working in Ward 1 and 2, and officials at DCPS to identify possible unused space within a DC Public School. We have also received assistance from Nancy Huvendick, the DC Liaison at the 21st Century School Fund. Nancy Huvendick has assisted us with identifying possible locations and contact people in Ward 1 and 2. She has also helped us to think creatively about space and possibilities for partnering with other organizations. **We are also working with a commercial broker, Matthew Ward of Julien J. Studley, Inc to identify a site for the school and develop a financing plan for the facility. We have toured several facilities and have now begun to narrow our search process. Matthew Ward, our commercial broker anticipates that we will be able to submit a contingent Letter of Credit sometime over the next month with a lease being drafted and negotiated by the end of the year, also with a contingency of acceptance of our program as a charter school. Once Bridges is granted final approval the contingencies will be able to be removed. (See the appendix for a letter from Matthew Ward that outlines the support and services Julien J. Studley, Inc. is providing the school in our search for a facility and the subsequent financing and renovation of the space to make it an appropriate space for preschool age children and children with special needs.)**

b. Site Renovations

We do not currently have a site. However, once a site is chosen and a lease drafted, the design and project management team at Julien J. Studley, Inc. will assist us with the retrofitting or build-out of the facility. "Retrofitting" of a space means that only minor modifications need to be made in order for the space to be appropriate for our purposes; while the term "build-out" refers to constructing a school environment out of a completely open or raw space. The architect on the Studley team has 30 years of experience working with education clients, including preschools and schools for children with special needs and the project manager has 20 years of experience managing construction projects. The Studley design and construction team will ensure that our facility will comply with the

American with Disabilities Act (ADA) for concerns of accessibility and that the space has been well designed to meet the needs of preschool age children. Thus, any needed ramps will be in place, child size toilets and sinks will be in the bathrooms, and secure entry and exiting concerns will be part of the school design to ensure the safety of students and the staff. Matthew Ward, our commercial broker, is confident that we will be able to find an appropriate facility and complete the site preparations to the site in order to open for school in the fall of 2004. We are looking for a space that is approximately 10,000 square feet to house the preschool and resource center.

c. Financial Plans for Facilities

We are looking at renting space, as well as purchasing a site. The cost of renting will be covered by the facilities allowance specified by the District of Columbia Public Charter School Peer Pupil Funding. Additional fundraising is planned to supplement the money we will have to cover the costs of renting and/or purchasing a site. (See the Business Plan section 3. Finance, part a. <u>Anticipated Sources of Funds</u> and part b. <u>Planned Fundraising Efforts</u> for a discussion of potential sources of additional facility funds.) **Rents for the spaces that we are considering range from $12 to $18 dollars per square foot (yearly rent: $120,000 - $180.000). We estimate that renovation of the space will cost between $2 - $4 dollars a square foot (total cost: $20,000 - $40,000 dollars).**

In addition to the facilities allowance and fundraising to cover the cost of renting and renovation we are also looking into applying for the District of Columbia Public Charter School Credit Enhancement Fund Committee Grant Program. This program provides direct loans and credit enhancement to facilitate the purchase, construction and/or renovation of facilities. The maximum grant for a project is $500,000. Grants under this program are available and awarded on a rolling, first-come, first-served basis. The program was funded in 2001 at a level of $5 million dollars and in 2003 at a level of $8 million dollars. The fund also hopes to guarantee leasing for charter school start-ups in the near future. **Our commercial broker, Matthew Ward, is assisting us in developing a facilities financing plan, as well as with talking to institutions that provide monies for improvements to existing locations.**

d. Building Maintenance

If we rent a space from a developer or private property owner we will investigate if space maintenance and cleaning can be part of our rental agreement. If not we will contract for cleaning and waste removal. If we purchase a site we will contract with an outside company for building cleaning, maintenance and waste removal.

5. Recruiting and Marketing

a. Outreach to the Community

Bridges Public Charter School plans to serve the city as a whole, as well as the specific neighborhood and community in which it is located. Once the charter is granted, our community out-reach efforts will be led by the founding group and then later by the Board of Trustees and school staff.

Outreach Action Plan	Start Date	End Date
1. Outreach to Agencies	**September**	**May**
• Contact agencies that to serve as future referral sources for children with identified special needs: other preschools, health clinics and hospitals, early intervention programs, the Office for Early Intervention, ChildFind and the DC Public School System.		
2. Recruiting and Community outreach	**November**	**May**
• Prepare promotional materials (e.g. brochures and information packets for distribution.) Draft promotional materials in Spanish.		
• Distribute information at community events and meetings (festivals, youth sporting events and ANC meetings). Canvas the immediate neighborhood where the school will be located. (Once we have identified a site)		
• Hold brief information sessions at community events focused on children hosted by various community organizations or in appropriate public venues (e.g. libraries)		
• Advertise in local and community papers, and local education publications, put posters up in community organizations and businesses (community centers, libraries, grocery stores and other local businesses).		
• We will also recruit a community volunteer to design a web page for the school that will then be linked to the DC's schoolsearch.com and FOCUS websites to provide information about our school.		
3. Commencing Registration	**April 1**	**April 30**
4. Reviewing Applications	**April 15**	**April 30**
5. Conducting Lottery		**May 1**

Bridges PCS plans to serve the larger DC community primarily in two ways. As was discussed earlier in the application, the school will house a resource center that will be open to the larger DC community. The resource center will offer information and workshops on supporting the healthy development of children with special needs, as well as all children. (See the Education Plan section 4. Supports for Learning, part a. Parent Involvement and part b. Community Participation for more information about the resource center.) The school, in its implementation of a best practices model, also plans to be a training site for future teachers (regular and special education) and support service providers (speech therapists, occupational and physical therapists, social workers). We are currently in the process of developing relationships with local universities and hospitals, so they will place interns with us once the school is open.

b. Recruitment of Students

There is a significant need for preschool education slots throughout DC, as well as educational placements for preschool children with special needs. We anticipate having little difficulty enrolling students in our program once we find a site for the school. Both political and educational leaders in D.C. are expressing interest in providing more children with the opportunity to attend publicly funded preschool. On May 28th, 2003 D.C. Council member Kevin P. Chavous introduced a bill to lower the compulsory schooling age from 5 to 3 years old. If passed the District estimates that they would need to provide 10,000 slots, compared to the 4,200 slots they have currently to service children ages 3 – 5 (Chan and Blum, 2001, p. B2). In the

Washington Post article discussing the bill, Superintendent Paul L. Vance is cited as supporting the proposal, "The earlier you can get these youngster to make social and cognitive impressions, the better your chances of having productive learners…I'd like to get all of these youngsters in school as early as possible" (Chan and Blum, 2001, p. B2).

The results from an informal survey done by the Founding Members of preschool programs in Ward 1 and 2 document the real need and interest in preschool education slots for children ages 3 and 4. Karen Dresden, the Principal of Capitol City Charter had 100 applications submitted for the eight (8) available spaces in their pre-k class for the 2003-2004 school year (phone conversation 4/16/03). The Edward C. Mazique Parent Child Center in Logan Circle has 200 children (ages 3 – 5) on their waiting list (phone conversation 5/15/03). The Spanish Education Development Center (SED) in Adams Morgan serves 109 children and has 62 children (ages 2 - 4) on their waiting list (phone conversation 5/20/03). Calvary Bilingual Multicultural Learning Center in Columbia Heights has 164 children (ages 3 – 5) on their waiting list (phone conversation 5/20/03).

If more students apply to the school than we can enroll, we will have a lottery to award the spaces. In the first year of operation recruitment of students will occur from January to May. Applications for the lottery will be accepted from the beginning of April to the end of April. And the lottery will be held on May 1st. (See the Plan of Operation section 1. Student Policies and Procedures, part a. Timetable for Registration and Admitting and part b. Policies and procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students for more detailed information on the registration and admissions process.) After the first year, information sessions and community outreach will be done in January and February, applications will be accepted in March and the lottery will be held the first Monday in April. The siblings of students already enrolled in the school will be given preference in placement before any students from the lottery are placed.

c. Future Expansion and Improvement

In the future, the Bridges Public Charter School may develop other program sites in different parts of the city. Once the initial Bridges Public Charter School is established, we may explore the possibility of opening replication sites, in order to increase access to comprehensive early learning programs throughout the DC community.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registration and Admitting

Bridges will begin doing community out-reach, advertising and recruiting once we receive our charter.

Timetable for Registration and Admitting
November – January: Develop Marketing Materials and the Application for Admission
September – May: Outreach to Agencies
January – May: Recruiting and Community Outreach
April 1 – April 30: Registration Period
April 15 – April 30: Review Applications
May 1: Hold Lottery
May 3-4 : Notify Families
May 17: Enrollment Decisions Due
May 18: 2nd Round Admission
May 25: 2nd Round Enrollment Decisions Due

November – January: Develop Marketing Materials and the Application for Admission

September – May: Outreach to Agencies

- Contact agencies that will be future referral sources for children with identified special needs: other preschools, health clinics and hospitals, the Office for Early Intervention, ChildFind and the DC Public School System.

January – May: Recruiting and Community Outreach

- Advertising in local and community papers, put posters up in Community Organization and businesses (Community Centers, libraries, grocery stores and other local businesses).
- Hold information sessions at libraries, Community Centers, and other community organizations (i.e. churches, mosques, synagogues, etc).
- Distribute information at community events and meetings (festivals, youth sporting events and ANC meetings).
- Canvas the immediate neighborhood where the school will be located. (Once we have identified a site for the school).

April 1 – April 30: Registration Period

- Admission applications are distributed and accepted during this announced and publicized period. Parents complete the application for admission and provide required proof of residency.

April 15 – April 30: Review Applications

- Admission applications are checked for completeness, district residency and required documentation.

May 1: Hold Lottery

- 58 students will be selected randomly by lottery from all admission applications received by April 30th.
- After the 58 students are selected, a waiting list will be created form the remaining applications. Waiting list rank will be determined by lottery pick.

May 3-4: Notify Families

- Families are notified by phone and by mail of their acceptance into the school or their placement on the waiting list.

May 17: Enrollment Decisions Due

- Selected applicant must accept or decline in writing invitations of enrollment.

May 18: 2nd Round Enrollment

- If needed, notify families on the waiting list of spaces available in the school.

May 25: 2nd Round Enrollment Decisions Due

- 2nd round of selected applicants must accept or decline in writing invitations of enrollment.

After the first year of operation, information sessions and community outreach will be done in January and February, applications will be accepted during March and a lottery will be held the first Monday in April. The selected applicants must accept or decline the invitation in writing and enroll within two weeks of the lottery. Any remaining spaces in the program will then be filled from the waiting list. If the school is not oversubscribed by the first Monday of April, the recruitment and registration of students will continue until all spaces are filled and a waiting list is generated.

b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension and Expulsion of Students

Bridges Public Charter School hopes to serve children and their families for a two-year period of time. This way a student and their family will receive as much educational continuity and support as possible during the preschool years. In order to do this we will only accept applications each year for children who are 3 years old. Thus, during the first year of operation we will accept applications for children who are 3 years old. In the second year of operation, if there are any spaces available in the school, we will again only admit children who are 3 years old. The only exception to this rule is for a family with a sibling set of children who are 3 and 4 years old. A sibling set will be admitted to the school as a group, so parents will only have to travel to one preschool program each day. Sibling sets of twins will also be admitted to the school as a group. After the first year of operation, preference in registration will be given to 1) students who are already enrolled in the school and

2) siblings of children who are already enrolled in the school. Then the remaining spaces will be allocated through a random lottery following the procedure described above. (See the Plan of Operation, section 1. Student Policies and Procedures, part a. Timetable for Registration and Admitting.) **In order to qualify as 3 years old an applicant must be two years and nine months old by September 30th of the enrolling school year.**

Application for Admission and Enrollment

Priority is given to residents of the District of Columbia for application for admission and enrollment in the school. As part of the application for admission process, parents will be required to provide proof of residency. The school will follow the guidelines issued by the State Education Office to establish which types of documentation are needed to establish proof of residency. All documentation will be verified, photocopied and placed in the student's application for admission file.

Nonresident Enrollment

Nonresident students may be allowed to enroll in the school if there is space available and if they pay tuition in accordance with the District of Columbia Public School's current policies. Nonresident students will be considered for placement only after spaces are offered to applicants who are DC residents.

Withdrawal

Parents may withdraw a student from the school at any time. Parents will be required to put in writing the plan for withdrawal and where they would like the student's records to be forwarded.

Suspension and Expulsion

Suspension is the temporary exclusion of a student and expulsion is the permanent exclusion of a student from Bridges Public Charter School. Prior to the opening the school, the Board of Trustees will develop an official policy governing suspension and expulsion. The policies and procedures developed will comply with all applicable laws and regulations. (See the Educational Plan section 4. Support for Learning, part e. Safety, Order, and Student Discipline for a detailed discussion of the classroom procedures and supports to address inappropriate and unsafe student behavior.) The school's policies and procedures for classroom discipline, suspension and expulsion will be included in the Parent Handbook provide to all families when a child is enrolled in the program.

2. Human Resources Information

a. Key Leadership Roles

Co-Director, Curriculum Leader:

Olivia Smith will serve as the co-director and curriculum leader. She has a Masters in Early Childhood Special Education from Bank Street College and a Masters in Social Work from Columbia University. Ms. Smith's responsibilities will include: coordinating curriculum development and implementation, planning, developing and facilitating staff training, serving as a member of the board of trustees, managing school operations, training and evaluating school staff, overseeing expenditures and contractual relationships, assist in fundraising and grant writing efforts, coordinating the resource center, and promoting the school within the community.

Co-Director, Special Education Coordinator:

Andrea Walders will serve as the co-director and the special education coordinator. Ms. Walders has an MA in education, specializing in infant and early childhood special education from George Washington University. She has eight successful years of experience as a teacher, case manager for students with special needs, and manager of transdisciplinary teams. As co-director her responsibilities will include: general management of the school, serving as a member of the board of trustees, assisting in curriculum development, planning and facilitating staff development workshops, supervising, evaluating and supporting all special educators and related service providers, chairing IEP meetings, maintaining student files, assuring compliance with local and federal regulations, establishing and maintaining relationships with local universities and hospitals, coordinating outreach and recruitment efforts, and assisting in fundraising and grant-writing.

Legal Counsel:

Pankaj Sinha and Ivy Johnson, of Skadden, Arps, Slate, Meagher & Flom LLP, have assisted the Bridges founding group during the application and planning process. We hope to continue to obtain pro-bono legal services from Mr. Sinha and Ms. Johnson until we receive funding sources to pay for legal counsel.

Office Manager:

An office manager will be hired to assist the co-directors in the business and program operations of the schools. Administrative duties will include: serving as a receptionist (answering the telephone, greeting and signing in visitors), ordering school supplies, maintaining student records, entering special education data, scheduling office equipment maintenance and repairs, keeping records of school business activity, serving as a bookkeeper on daily exchanges of income and expenses, organizing and drafting communications and minutes for board meetings, assisting in the coordination of the Early Childhood Resource Center activities and services, assisting the co-directors in administrative tasks such as copying, filing, and mailing materials

b. Qualifications of School Staff

To ensure safety for all students, all staff members will be fingerprinted and background checks will be conducted on all school staff, including volunteers, prior to their service as employees.

Administrators:

Administrators must have successfully completed a Masters program in early intervention, early childhood education and/or early childhood special education, with an emphasis on inclusion and developmentally appropriate practice. In addition, they should have a minimum of 4 years of successful teaching experience. Leadership abilities should be reflected through past work experiences and/or personal traits such as active listening skills, diplomacy and organization skills. Administrators should demonstrate an understanding and commitment to Bridges' mission, philosophy and curriculum and have experience working with diverse groups of students in urban areas.

Office Manager:

The office manager should have strong organizational skills, self-motivation and a demonstrated interest in serving young children and families from diverse economic and cultural backgrounds. Office manager candidates should have strong computer and accounting skills.

Teachers:

Bridges will work to recruit teachers with varied early childhood education teaching experience. Preferably 2 to 3 teachers will have certification in early childhood special education. Ideally, at least one teacher will have dual certification in early childhood and early childhood special education. In addition, we plan to hire at least one staff member who speaks Spanish. More experienced teachers can serve as mentors for new teachers. All teachers will be "highly qualified" in accordance with the No Child Left Behind Act of 2001. They will be licensed to teach early childhood and/or early childhood special education.

Teaching candidates must exhibit the interpersonal skills and maturity necessary to begin a new project. They must demonstrate an ability to interact professionally and collaboratively with parents and co-workers. Additional preferred traits include active listening skills, a sense of humor, honesty, diligence and collaborative skills.

Teaching Assistants:

In accordance with the No Child Left Behind Act of 2001, teaching assistants will have a high school diploma or its equivalent, **a Child Development Associate Credential and/or** two years of college or completion of an associates degree or higher. Assistant candidates should exhibit the following traits: patience, listening skills, flexibility, honesty, diligence, open-mindedness, professionalism, a sense of humor, and collaborative skills.

c. **Staffing Plan**

Number of staff and positions:

The number of staff will vary due our enrollment and the needs of the student population. Our first year staffing plan includes 13 to 21 staff persons depending upon student enrollment: two Co-Directors, one Office Manager, 5 to 6 Teachers, and 5 to 12 Teaching Assistants. The administrative team will consist of two co-directors and an office manager. There will be 5 to 6 classroom teachers and at least two of the teachers will have certification in early childhood special education. In addition, there will be 5 to 12 full-time instructional assistants, depending upon the needs of our student population. Related service providers will be contracted through a private agency and/or hired according to student needs as indicated on their Individualized Education Programs.

The following breakdown offers staffing plans based upon students' needs considering three different student enrollment scenarios:

1. **<u>Number of students with special needs: 25</u>**

   Level 1-2 students

   Level 2-7 students

   Level 3-6 students

   Level 4-10 students

   <u>Number of typically developing students: 33</u>

   <u>Classroom size and staffing: 4 classes total-5 teachers and 5 assistants</u>

   - **1 Non-categorical class with 10 students, all level 4. This classroom would have one special education teacher and two assistants.**
   - **3 Inclusive classes with 16 students. Each class would have 5 students with special needs (an appropriate mix of level 1,2, and 3 students) and 11 typically developing students. We will staff these classrooms with one teacher (early childhood, special education, or dual certification) and one assistant. We will hire an additional special education teacher to float between the three inclusive classrooms to support the students with special needs.**

2. **<u>Number of students with special needs: 46</u>**

   Level 1-2 students

   Level 2-10 students

   Level 3-14 students

   Level 4-20 students

   <u>Number of typically developing students: 12</u>

<u>Classroom size and staffing: 5 classes total-5 teachers and 10 assistants</u>

- **2 Non-categorical classes with 10 students, all level 4. These classrooms would have one special education teacher and two assistants.**
- **2 Non-categorical classes with 10 students, all levels 2 and 3. These classrooms would have one special education teacher and two assistants.**
- **1 Inclusive class with 18 students. The classroom would have 6 students with special needs (levels 1 and 2) and 12 typically developing students. We will staff this classroom with one teacher (special education or dual certification) and two assistants.**

3. **<u>Number of students with special needs: 58</u>**

Level 1-0 students

Level 2-13 students

Level 3-16 students

Level 4-29 students

<u>Number of typically developing students: 0</u>

<u>Classroom size and staffing: 6 classes total-6 teachers and 12 assistants</u>

- **2 Non categorical classes with 9-10 students, who are all level 4. This classroom would have one special education teacher and two assistants.**
- **1 Non-categorical class will have 9 students, all level 4. This classroom would have one special education teacher and two assistants.**
- **3 Non-categorical classes with 10 students with a mix of levels 2 and 3. These classrooms would each have one special education teacher and two assistants.**

Pupil/Teacher Ratio:

The pupil/adult ratio in the inclusive classrooms will be 8 to 1 or 6 to 1 depending upon students needs. In the non-categorical classroom the ratio will be approximately 3 to 1. Related service providers, interns, fellows and parent volunteers will create a lower child/adult ratio in each classroom (please refer to the scenarios listed above, in the Staffing Plan).

Transdisciplinary Teams

The transdisciplinary approach will promote integration of all developmental skills in learning activities throughout the school day. Professionals will work together as a team and share expertise about their disciplines with each other. The transdisciplinary approach will support family involvement and leadership in intervention planning, implementation and evaluation. Transdisciplinary team members will expand, enrich, exchange and support each other's roles and disciplines (Linder, 1993). The transdisciplinary approach will foster greater consistency and continuity in intervention both at home and school environments. Therapists will be involved in daily activities in each classroom, and will have opportunities to observe and identify additional students who may require special services.

Related service providers will collaborate with classroom staff to plan transdisciplinary activities that focus upon acquisition of developmental skills while reinforcing the curriculum objectives. For example, a transdisciplinary activity planned and implemented by the teacher, occupational and physical therapist may include the following activities in preparation for a field trip to the pumpkin patch. The physical therapist may work on developing students' motor planning, sensory integration skills and upper body strength by having the students crawl through tunnels draped with spider webs to find pumpkins. The occupational therapist may work on students' pincer grasps by having them pinch paper pumpkins attached with clothespins off of a "vine" (clothesline) attached with clothespins. The teacher might have students practice matching shapes by matching facial features of different shapes on a jack-o-lantern or engage in a shared reading/finger play activity with a "Five Little Pumpkins" adapted book with picture symbols and pumpkin finger puppets.

d. Employment Policies

Salaries and Benefits:

Bridges will provide salary and benefit packages that will attract and retain an outstanding staff. The board will make every effort to pay teachers similar to the DCPS salary scale. Benefits will include health care, dental care, disability insurance, a retirement plan and 401-K savings (Please refer to the Business Plan and the Budget).

Contracts:

Teachers will be contracted yearly. Contracts will be renewed according to evaluations and staff interest.

Hiring and Dismissal:

Staff will be hired on the basis of meeting professional standards, appropriate certification, and performance during the interview, professional experience, and professional references. The teacher evaluation process is outlined in the Evaluation of Staff section below. If after 2 formal observations and feedback sessions, a teacher fails to meet the professional standards, the co-directors will collaborate with the teacher to develop a professional improvement plan. This process will be developed with consultation from a labor attorney.

If any staff member engages in illegal, abusive, or dangerous behavior, the co-directors will immediately place the staff member on administrative leave and find a long-term substitute. The situation will be reviewed with the board and a final decision will be made in collaboration with the board. Staff contracts will identify the behaviors that would entail an immediate dismissal.

Evaluation of Staff:

The co-directors will informally observe each staff member in the classroom on an ongoing basis. Formal observations will occur at least 3 times per school year. A feedback session will take place after each formal observation. During these meetings, the co-director will identify strengths and weaknesses and make suggestions for improvement. Teachers and support staff will be asked to share a self-evaluation of their performance, and to identify areas in which they require further training and support (please refer to the Educational Plan, Section (4) Support for Learning, part (f) Professional Development).

Peer Review:

Each staff member will be trained in peer review and reflection techniques during a professional development workshop. Peer observation and review will be an optional professional development opportunity. The co-directors will cover teachers' classrooms if they wish to participate in the peer observation and review process. Teachers will observe another classroom for approximately 30 minutes and then write up a brief summary of their observations. After reflecting on their observations, they will meet with the teacher to discuss their reflections. This professional development strategy will improve collaboration among staff members.

Professional standards:

Staff members will demonstrate following professional standards:

1. **Commitment to students and their learning.**
    - **Develop positive relationships with each student. Demonstrate empathy for students. Support students through stressful experiences in their lives and provide students with consistent emotional support.**
    - **Serve as advocates for young children and their families.**

2. **Knowledge of early childhood development and implementation of developmentally appropriate practice.**

- **Plan curriculum and teaching strategies according to students' individual developmental levels and learning needs.**
- **Provide students with a rich variety of experiences, projects, materials, problems and ideas to explore and investigate.**
- **Offer students ample opportunities to make choices.**

2. **Establishment of student learning in a positive, nurturing learning environment.**
    - **Create an intellectually engaging, responsive learning environment to promote each student's developmental progress.**

3. **Continuing assessment of student progress and analysis of results.**
   - **Apply assessment results in adapting instruction to meet student's needs.**

4. **Establish partnerships with families and promote support within the community.**
   - **Integrate each child's home culture and language into the shared culture of the school so that each culture is recognized and valued.**

5. **Commitment to continuous improvement and professional development.**
   - **Actively seek out and participate in opportunities to grow professionally.**

6. **Demonstration of a high degree of professionalism.**
   - **Treat all students, families and staff members with respect and dignity.**
   - **Establish and maintain collaborative relationships with colleagues, transdisciplinary team members, and families.**

     (Derived from Montgomery County Public School's Professional Growth System and NAEYC Standards for early childhood educators)

Equal Opportunities:

Bridges will be an equal employment opportunity workplace and will actively recruit culturally diverse employees.

Maintenance of a Drug-Free Workplace:

The school will be a drug-free workplace, and staff will be informed on the implications this policy. A staff handbook that outlines our school policies and procedures, including our drug-free workplace policy will be developed in partnership with the Board.

DCPS Employees:

DCPS employees who are interested in joining Bridge's staff may apply for an extended leave of absence from the Superintendent.

e. Use of Volunteers

Roles:

Volunteers could include parents, community members and graduate students. Their roles will vary based upon the school's needs and the volunteers' interests and skills. Graduate level teaching fellows will be paid a stipend for one academic year of service. Teaching fellows will participate as full members of the school staff, attending staff meetings and professional development workshops. Speech and language, occupational and physical therapy and teaching interns could volunteer for a flexible time period, depending on their program needs. All fellows and interns will be encouraged to participate in transdisciplinary team planning meetings on a monthly basis.

Training:

All volunteers (parents, interns, fellows, community members, etc) will participate in an orientation that will focus upon Bridges' mission and philosophy, policies and procedures, confidentiality and disclosure, and teaching techniques. When appropriate, volunteers will be invited to participate in staff development workshops that can enhance their roles.

Contribution to Goals:

Bridges' volunteers will help to develop and maintain connections within the community that will build bridges of awareness, partnership and collaboration between the school, families and the greater community. Parents will be encouraged to volunteer in order to strengthen partnerships between school staff and families, to increase parent involvement in their children's education, and to foster consistency and continuity between home and school. By developing relationships with local universities through our teaching fellow and intern program, we hope to establish reciprocal training opportunities, such as reduced costs for coursework for Bridge's staff.

3. Arrangements for Meeting District and Federal Requirements

Bridges will abide by all applicable health, safety, transportation, enrollment, attendance, special education, and civil rights District and Federal requirements. All policies and procedures will be developed in compliance with all District and Federal laws and regulations.

a. Health and Safety

In collaboration with the Board of Trustees, Bridges will develop health and safety policies and procedures in accordance with section 2204 c (4) of the School Reform act.

a. Safety and Fire Codes for Buildings

Once a facility is located, Bridges administration, the Board of Trustees, and local fire inspectors will develop an appropriate evacuation and fire drill plan for the building. The plan will consider the ages and varied motor functioning of some of our student population. For example, younger students and students or staff with physical disabilities will evacuate the building first.

b. Transportation

Bridges will coordinate bussing schedules with DC Public School's Department of Transportation. Students will be able to ride public transportation for free with their parents or caregivers. Bridges will offer transportation services as required on the IEPs of students with special needs.

c. Enrollment Data

Enrollment and attendance data will be collected daily and provided to the Board of Education.

d. Maintenance and Dissemination of Student Records

In compliance with Federal and District regulations, Bridges will protect the confidentiality of all personally identifiable information during collection, storage, disclosure and destruction. A confidentiality policy will be developed by the school administration in collaboration with the Board of Trustees.

e. Compulsory Attendance Laws

Bridges will admit preschoolers between the ages of 2.9 to 4 years old, who will turn five after December 31st of the school year in which they are admitted. The District of Columbia compulsory attendance law applies only to minors who have reached the age of 5 years or will turn 5 years of age on or before December 31st of the current school year. Thus, the District of Columbia's compulsory attendance law will not apply to the students who attend Bridges Public Charter School.

In collaboration with the Board of Trustees, Bridges' administration will develop an attendance policy. Teachers will monitor the daily attendance rate of each student. If parents fail to inform the school of a child's absence, Bridges' staff will contact the parents to inquire about the absence. If a student has frequent or extended absences from school, school staff will schedule a meeting with the family to discuss issues related to the absences and support the parents or caregivers in improving their child's attendance.

f. Subchapter B of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act of 1973:

Bridges PCS will provide special education services as defined under Subchapter B of the Individuals with Disabilities Education Act (20 USC 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 USC 794). Bridges' Board of Trustees estimates that approximately 45 percent of its students may be classified with special needs of varying intensities. Bridges' individualized, transdisciplinary, inclusive, developmentally appropriate, child and family centered educational approach will serve each child according to his or her individual needs in the least restrictive environment. In compliance with section 504 of the Rehabilitation Act of 1973, Bridges will provide each student with equal access to a free, developmentally appropriate early childhood education. Teachers will be trained in IEP development, transdisciplinary team planning and implementation, inclusion strategies, collaborating with families, and confidentiality in accordance with IDEA regulations.

g. Title I of the Improving America's Schools Act:

Title I legislation applies to K-12 educational programs only.

h. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:

Bridges will comply with all applicable civil rights statutes and regulations of the federal government and the District of Columbia, including the Age Discrimination act of 1975, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. As an equal opportunity learning community, Bridges will not discriminate on the basis of age, race, sex, disability, socio-economic status, or culture in both admissions and employment.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

The following timetable and task chart has been developed using other charter school applications as a guide. If and when needed we will refine the chart further to meet our needs. **In the chart below the bold type check mark (√) after an item on the list indicates that the task has been completed.**

Charter Application and Contract
Application Process

Submit application	**June 2003 √**
Prepare for private interview	**June 2003 √**
Prepare for public hearing	**July 2003 √**
Submit 2nd round application	**November 2003 √**
Prepare for 2nd private interview	**December 2003**

Oversight

Finalize terms of charter	**January 2004-April 2004**
Understand reporting requirements	**January 2004-April 2004**
Set up reporting system	**January 2004-April 2004**
Make certifications	**June 2004-August 2004**
Complete all opening requirements	**June 2004-August 2004**

Governance
Establish legal entity

Write by-laws	**May 2003-August 2003 √**
Submit for tax-exempt status	**November 2003 √**
Incorporate organization	**August 2003 √**
Transition to formal Board	**January 2004**

Develop procedures

Develop Board manual	**December 2003-February 2004**
Develop Board calendar	**December 2003-February 2004**
Define communication methods	**November 2003–February 2004**
Purchase Board liability insurance	**May 2004**

Finalize Board membership

Identify additional, needed roles	June 2003-September 2003 √
Talk to prospective candidates	June 2003-November 2003 √
Nominate prospective candidates	September 2003-December 2003
Approve prospective candidates	November 2003-Decmber 2003

Educational Program

Curriculum

Identify and/or develop curriculum approach	April 2003-January 2004
Choose content and performance standards	June 2003 √
Select classroom materials	September 2003 √
Verify and order materials	May 2004-June 2004

Assessment

Identify and choose assessment materials	April 2003-June 2003 √
Administer ESI-R	August 2004

Special Education

Discuss services with End-to-End Solutions	May 2003-August 2003 √
Discuss services with the Cooperative	July 2003-September 2003 √
Identify students with IEPs	May 2004-August 2004
Acquire records from former placements	June 2004-August 2004
Hire/contract with support service provider(s)	June 2004
Begin transdisciplinary team meetings	September 2004

Operationalize Program

Finalize schedule	September 2003-May 2004
Finalize school calendar	January 2004-May 2004
Develop classroom manual	January 2004-July 2004

Financial
Set-Up

Open bank account	November 2003 √
Secure accountant	February 2004
Create budget	June 2003-November 2003 √
Create controls and fiscal policies	June 2003-January 2004
Establish payroll system	May 2004-June 2004
Establish revenue transfers	January 2004-June 2004

Refine Budget

Input specific costs as known	June 2003-November 2004
Refine pre-opening budget	June 2003-March 2004
Refine operating budget	June 2003-September 2004
Refine 5-year rolling plan	June 2003-September 2008

Operations

Understand Contracting Requirements		**February 2004-May 2004**
Obtain Insurance		
	Investigate options	**June 2003-December 2003**
	Obtain quotes	**June 2003-December 2003**
	Select vendor	**February 2004-May 2004**
	Set Up Food Service	**February 2004-August 2004**
	Investigate options	**June 2003-March 2004**
	Obtain quotes	**June 2003-March 2004**
	Select vendors	**March 2004-April 2004**
Transportation		
	Understand requirements	**November 2003-March 2004**
	Investigate options (DCPS)	**November 2003-March 2004**
Purchasing		
	Develop procedure	**January 2004-February 2004**
	Investigate donated options	**August 2003-July 2004**
	Furniture	**May 2004-June 2004**
	Technology	**May 2004-June 2004**
	Instructional materials	**May 2004-June2004**
	Office materials	**December 2003-June 2004**
Administration		
	Develop management procedures	**February 2004-July 2004**
	Create master database	**April 2004-July 2004**
Communication		
	Define phone, Internet, fax needs	**February 2004-June 2004**
	Investigate options	**February 2004-June 2004**
	Obtain quotes	**April 2004-May 2004**
	Select vender	**May 2004**
	Install lines and equipment	**June 2004-July 2004**
Facilities		
	Identify possible sites	**May 2003-February 2004**
	Identification of site	**November 2003-February 2004**
	Financing secured	**January 2004-May 2004**
	Preliminary inspections made	**May 2004-June 2004**
	Signed lease / purchase agreement and sales agreement	**January 2004-March 2004**
	Issuance / awards of bid for renovation	**January 2004-March 2004**
	Final inspection and occupancy certificate	**April 2004-July 2004**
	Completion of renovations	**April 2004-July 2004**
Contracted Services		
	Trash removal	**June 2004-July 2004**
	Custodial services	**May 2004-July 2004**
Safety plan		
	Identify all safety needs	**March 2004-August 2004**

Fire inspection	April 2004-August 2004
Drinking water	April 2004-August 2004
Drinking water test	April 2004-August 2004
Fire drill policy	April 2004-August 2004
Traffic management	March 2004-August 2004
Site Set-Up	
Technology installation	May 2004-August 2004
Move in furniture	June 2004-August 2004
Set up classrooms	July 2004-August 2004
Personnel	
Personnel Policies	
Determine exact benefits package	February 2004-April 2004
Develop performance assessment system	November 2003-April 2004
Develop contracts	March 2004-May 2004
Develop personnel manual	February 2004-June 2004
Teacher and Other Staff Search	
Begin word-of-mouth search	September 2004-June 2004
Develop criteria	June 2003-January 2004
Advertise position	January 2004-June 2004
Screen resumes	January 2004-July 2004
Interview candidates	February 2004-July 2004
Observe in classroom	April 2004-July 2004
Hiring Process	
Call references	February 2004-July 2004
Background check	February 2004- July 2004
Offer letter of hire	April 2004-July 2004
Hire and contract	April 2004-July 2004
Teaching Fellows / Interns	2nd school year, 2005-006
Develop process details	
Identify possible institutional sources	
Speak with institutional sources	
Advertise position	
Screen resumes	
Interview candidates	
Train hires	
Professional development	
Plan program	January 2004-July 2004
Identify / obtain trainers	January 2004-July 2004
School orientation	August 2004
Staff training	August 2004-June 2005
Recruitment and Enrollment	
Recruitment	
Develop materials &application for admission	Nov. 2003-Jan. 2004
Outreach to agencies	September 2003-May 2004
Community outreach	January 2004-May 2004

Receive and review applications	April 1 - 30, 2004
Enrollment	
Application deadline	April 30, 2004
Hold lottery if necessary	May 1, 2004
Mail out letters	May 3 & 4, 2004
Enrollment decisions due	May 18, 2004
School Policies and Procedures	
Policies	
Develop uniform policy	December 2004-June 2004
Develop complaint resolution process	December 2004-June 2004
Develop anti-harassment policy	December 2004-June 2004
Develop employment policy	December 2004-June 2004
Develop attendance policy	December 2004-June 2004
Create parent handbook	December 2004-June 2004
Orientation	
Hold orientation for parents	August 2004-September 2004
Hold orientation for teachers	August 2004
Fundraising	
Create Materials	
Create logo	November 2003-January 2004
Write marketing materials	November 2003-January 2004
Print stationary, cards, and materials	January 2004
Reserve website name	August 2003 √
Develop website	December 2003-January 2004
Set Up Fundraising	
Develop fundraising strategy	November 2003-March 2004
Research individuals	June 2003-March 2004
Talk to individuals	June 2003-September 2004
Research public and private funding sources	April 2003-March 2004
Talk to funding sources	November 2003-September 2004
Write grant proposals	January 2004-September 2004
Hold fundraising event	Spring 2004

b. Major Contracts Planned

Currently Bridges has not entered into any contracts whose value exceeds $25,000. Possible contracts of this amount that we many enter into in the future include: special education support services, building and architectural services, construction, renovation and financing. Before the school entered into a contract equal to or exceeding $25,000 it will submit a copy of the contract to the D.C. Public Charter School Board for review. Bridges PCS will advertise major contracts in accordance with the regulations of federal procurement policy.

c. Orientation of Parents, Teachers and Other Community Members

Upon their child's enrollment in the school parents will receive a registration packet of information and forms that will need to be completed before the start of school in September. Included in the packet are: the Parent Handbook; the Home Language Survey; a developmental, health and education history; the dental and medical health forms; and a release form to obtain all prior educational placement records. Prior to the start of the school year, several Parent Orientation sessions will be held to allow parents to meet the school staff, meet one another, get a "mini experience" in a early childhood classroom and learn about the Parent Board of Trustees positions. The "mini experience" during the Parent Orientation is a tour and discussion of the classroom learning centers and participation in a learning/play activity, like finger painting or block building. All parents or care-providers of enrolled students will be required to attend a Parent Orientation session before their child's first day of school. Parent Orientation sessions will be held in the spring and the summer after the coming school year's lottery for admissions is completed.

For the first year of operation, the Parent Orientations sessions will be modified and Scheduled to fit into the timetable for the initial setting up process of the school. Parent Orientation sessions will occur prior to the first day of school for students. In addition, prior to school opening for students a summer screening session will be held. During the screening session parents will receive assistance in completing the school's registration packet, advice on The location of dental and medical clinics and incoming students who do not have IFSPs or IEPs will be screened using the ESI-R. This will allow us to identify early any children considered to be "at risk" for learning difficulties. For children entering the program with IFSPs and IEPs, the school will begin collecting information and documentation from previous education / intervention placements.

Orientation of Educational Staff

During the summer, staff (lead teachers and assistant teachers) will have one week of training and orientation (please see Educational Plan, part 3. Support for Learning, section f. Professional Development for Teachers, Administrators and Other School Staff). In addition, staff will have one week to set up classrooms and to plan prior to the first day of school for students. The co-directors will facilitate training on the use of assessment tools such as the ESI-R, the Pre-LAS, Work Sampling, and the Hawaii in-house. We will contract with an outside resource for the initial training on the Project Approach and the Work Sampling System. All educational staff will receive the training. During the orientation the educational staff will also be surveyed to determine areas of particular interest and need for on-going professional development during the school year. This information will be used to supplement the staff training goals developed by the school's leadership. First Aid and CPR will also be arranged for the school staff. It is our goal to have at one or/more of the adults in each classroom certified in First Aid and CPR.

During the educational staff orientation, each teaching team will receive a copy of the classroom manual which contains: a statement of the school educational approach and philosophy; outlines all of the school's procedures and policies; and includes any forms or documents that a teacher will need in order to implement the educational program.

Before the two weeks of orientation all educational staff (including teaching fellows) will receive an information packet that includes: a schedule for the two weeks of training, orientation and set-up; an employee manual; a copy of the parent handbook; and contact information for the Board of Trustees and the school's leadership positions.

After the first year of operation, the teachers will have at least a week to set-up the classroom and plan before students begin school each year. New staff will also receive training and orientation during the week set aside for start-up.

Orientation of Community Members

Our school will have an open door policy. Members of the community will be welcomed to arrange a visit by contacting the school in advance. Literature about the school and the resource center will be available for distribution to all interested parties. The resource center will have posted times when it is open to the public and the workshops held for the larger DC community will be advertised prior to the event. Community member can also learn about our school via our web site once it is established.

d. Services Sought from the District of Columbia Public Schools

Bridges does not anticipate requiring any services from the DC Public School system other than providing transportation for children with Individual Education Programs (IEPs).

D. Public Charter School Accountability Plan

This narrative outline of Bridges Public Charter School's Accountability Plan is followed by a table version of the accountability plan.

Student Achievement

Goal 1:

The school implements a developmentally appropriate and integrated curriculum that provides students with opportunities to actively learn cognitive, linguistic, physical, social and emotional skills in a safe, nurturing, and child-centered environment.

A. Indicators:

1. **Program staff will implement a variety of effective teaching strategies to meet individual students' learning needs.**
2. **Students will demonstrate progress in cognitive, linguistic, physical, social and emotional development.**
3. **Students will demonstrate development of the following skills: creativity and imagination, critical thinking and problem-solving, the ability to express feelings and ideas through language and play, increased literacy, increased appreciation of the arts, humanities and sciences, competency in self-care and physical skills, and an intrinsic motivation to learn.**
4. **The program will systematically assess students' learning to identify students' needs, describe each child's developmental progress, adapt curriculum and teaching strategies according to each child's needs, inform parents of their child's development, and to evaluate achievement of program goals.**

B. Assessment Tools:

1. **Results from the Early Screening Inventory-Revised and Hawaii Early Learning Profile will reflect each student's developmental progress, throughout the school year.**
2. **Aggregated data will be developed from the information collected by the Work Sampling System to show progress across three report card periods during the school year.**
3. **Notes from parent-teacher conferences and communication notebooks will reveal consistent, reciprocal communication with families regarding students' progress at home and at school.**
4. **Mastery of IEP goals and objectives will provide additional assessment of performance for students with special needs**

C. Baseline Performance:

1. **During the first year of operation, professional development workshops will be developed and implemented based upon staff needs assessments. Workshops will include training in a variety of teaching techniques in order to address students' individual learning needs.**
2. **During the first year of operation, teachers and related service providers will be trained to administer the following screening and assessment tools: Early Screening Inventory-Revised, Pre-Language Assessment Scales, Hawaii Early Learning Profile, and The Work Sampling System.**
3. **Screening tools will be administered at the beginning of each school year to establish baselines of individual and overall student performance.**

D. Annual Targets

1. **Formal and authentic assessments will be administered throughout the school year to document individual and overall student progress. Student portfolios and work sampling will individually document each student's progress.**
2. **Over the course of the first year of operation, aggregated data from student work sampling results will reveal an average 40 percent increase in proficiency in two or more of the following skill areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.**

E. 2-year Targets

1. **After attending Bridges PCS for two consecutive years, students will individually demonstrate at least a 60 percent increase in proficiency in two or more of the following skill areas: literacy, mathematical and scientific thinking, self-help, cognitive, social-emotional, communication and motor skills, as indicated through work sampling, developmental checklists, and individualized student portfolios.**

2. **After attending Bridges PCS for two consecutive years, students will demonstrate acquisition of the following language and literacy skills: differentiate between pictures and print, identify their name in print, follow simple directions when supported by picture symbols or simple sign language (if necessary) with 80 percent accuracy.**

F. Strategies for Attainment

1. **Teachers will be trained through professional development workshops and hands-on training in strategies including investigative studies, scaffolding, facilitating, floor time, direct instruction, modeling, demonstrating, coaching, etc.**

2. **Teachers will be trained to implement a variety of authentic and formal assessment tools and to apply assessment results to individualized planning of instruction.**

3. **Teachers will be trained to use the work sampling system to evaluate and document students' learning.**

II. Organizational and Management Performance Objectives

Goal 1:
The school is a well run and successful non-profit.

A. Performance Indicators

1. **The school has a balanced budget, a successful audit, and on-going application and enrollment of students in the school.**

2. **The Chartering Authority reports satisfaction with the school's operation.**

B. Assessment Tools

1. **Quarterly financial reports, annual audits, admission and enrollment records, Board meeting minutes, annual financial reports and budgets will assess Bridges' management performance.**

C. Baseline Data

1. **The Board of Trustees will develop an appropriate annual budget.**

2. **Bridges' Board and directors will identify fundraising sources.**

3. **Bridges will open with full enrollment.**

D. Annual Targets

1. **During the first year of operation, the school will have no serious audit findings.**

2. **Bridges will develop reasonable financial plans for the future.**

3. **The board will approve the annual budget each school year.**

4. **Bridges will raise at least $100,000 through grants and private donations.**

5. **Bridges will maintain full enrollment.**

E. 2-year Targets

1. **By the end of the second year of operation, the Bridges Public Charter School will receive successful audit reports.**

2. **The board will continue to approve the annual budget.**

3. **Bridges will raise at least $150,000 through grants and private donations.**

4. **Bridges will explore options for expansion; possibly opening up replication sites in different neighborhoods.**

F. Strategies for Attainment

1. **Strategic recruitment of students at early intervention programs, hospitals, clinics, local day care centers, and community organizations will ensure a full and balanced enrollment of students.**

2. **Bridges' Staff, Parents, Board of Trustees and Advisory Council members will participate in a variety of fundraising efforts.**

3. **Bridges' Board of Trustees, Advisory Council members, and directors will collaborate to write grants to raise funds.**

4. **Bridges' will contract with a reputable accounting firm to assure successful audit reports and management of funds.**

Goal 2:
The Board of Trustees demonstrates a strong commitment to Bridges Public Charter School' mission and effectively governs and promotes the school.

A. Performance Indicators

1. **Board members will attend and participate in Board meetings and fundraising events.**

2. **The Board of Trustees will set school policies and procedures that are consistent with Bridges' mission and philosophy.**

3. **Board members will assist in development and fundraising efforts, accounting and financial oversight, public relations, local and federal government relations, general management, and strategic planning.**

B. Assessment Tools

1. **Board meeting minutes, an annual Board self-assessment, attendance at Board meetings and fundraising events, and parent and staff satisfaction surveys, will be used to evaluate the effectiveness and involvement of the Board of Trustees.**

C. **Baseline Data**

1. **Bridges Public Charter School's Board of Trustees will actively recruit additional members from educational, medical, legal and financial fields.**

2. **During the first year of operation, Bridges' Trustees will attend each Board meeting and fundraising event.**

3. **During the first year of operation, the Board will develop a process for assessing its performance and identify and plan appropriate training in areas of weakness.**

4. **Prior to the opening of the school, the Board of Trustees and the administration will develop school policies and procedures.**

5. **Prior to the opening of the school, Board members will select leadership roles, according to professional expertise (e.g. fundraising, financial oversight, public relations, government relations, management, planning, etc).**

D. Annual Targets

1. **Bridges will successfully recruit and retain a diverse and active Board and Advisory Council, which includes parents and community members.**

2. **Board member self-assessments will be conducted annually.**

4. **The Board will periodically review, evaluate and revise school policies and procedures as necessary.**

4. **Over the course of the school year, Board members will report on developments in their area of expertise and goals for future progress.**

E. Two-year Targets

1. **By the end of the second year of operation Bridges will have a diverse, talented, strategic and engaged Board of Trustees and Advisory Council.**

2. **Self-evaluations at the end of Board members' second year of service will reflect at least a 50 percent improvement in areas of weakness.**

F. Strategies for Attainment

1. Bridges founding group continues to actively recruit a highly qualified, dedicated and diverse in expertise (administrator Board of Trustees.

2. Bridges board members will develop specific goals for the school and an action plan as to how they will attain those goals.

3. Board members will assess the school's progress on achieving these goals.

Goal 3:

The school's policies, procedures and rituals promote respect for diversity in learning strengths and challenges, cultural backgrounds, socio-economic status and family structures.

A. Performance Indicators

1. Policies are written with respect for different learning needs, socio-economic and cultural backgrounds to deter bias and discrimination.

2. Teachers and students discuss and celebrate differences in the classroom.

B. Assessment Tools

1. Minutes from Board meetings will provide documentation of the development of school policies and procedures.

2. Thorough review of staff manuals will assure that policy and procedures are culturally competent.

3. Documentation of classroom reflections (through art, work samplings, discussion, photographs, etc) will provide evidence of culturally competent learning activities.

4. Parent information that is translated into different languages will provide evidence of efforts to develop partnerships with all families.

C. Baseline Data

1. During the first year of operation, school administrators, Members of Board of Trustees and the Advisory Board participate in the development of and/or review all school policies and procedures to ensure that they are culturally competent and free of bias.

2. During the first year of operation, necessary written information will be translated into Spanish and/or other languages and distributed to families.

3. During the first year of operation, a relationship will be established with Putumayo World Music Company to enhance Bridges' multicultural arts education curriculum.

D. Annual Targets

1. Each school year, Bridges will offer at least one multicultural awareness assembly, and/or professional development program.
2. Each school year, teachers will incorporate multicultural education throughout the curriculum.

E. Two-year Targets

1. Over the course of the first two years of operation, Bridges staff will develop reciprocal professional relationships with a variety of culturally diverse parent groups and community organizations through outreach within the DC community.

F. Strategies for Attainment

1. Outreach to community organizations.
2. Hire bilingual and bicultural staff members.
3. Invite families to share their cultural traditions during classroom activities.
4. Offer a variety of literature and classroom material that reflects and celebrates cultural and linguistic diversity.
5. Provide information to families in their first languages whenever possible.
6. Organize multicultural awareness assemblies in collaboration with Putumayo Record Company.

Goal 4:
School staff members assess their performance and evaluate the school program.

A. Performance Indicators

1. Teachers will periodically review their individual professional development plans and self-evaluate how effectively they are meeting the goals they set for themselves.
2. Staff members will give and receive constructive feedback throughout the school year.

3. **Staff members will complete a mid-year and an end of the year staff survey that outlines strengths and weaknesses of the school program and suggestions for improvement.**

B. Assessment Tools

1. **Professional development plans, notes from observation meetings, notes from transdisciplinary planning meetings, annual staff retention rates and staff surveys will provide documentation of staff members' self-assessment and evaluation of the school program.**

C. Baseline Data

1. **At the beginning of the school year, teachers will develop professional developmental plans according to their individual interests and training needs.**
2. **At the beginning of the school year, staff will participate in a professional development workshop on peer review techniques.**
3. **During the first year of operation, the mid year staff survey will reflect an overall satisfaction rate of at least 60 percent.**

D. Annual Targets

1. **During observation meetings with administrators throughout the school year, teachers will reflect on their progress towards achieving their professional goals.**
2. **Monthly team meetings will provide staff members with opportunities to share constructive feedback.**
3. **During the first year of operation, the staff retention rate will meet the average for charter schools.**

E. Two-year Targets

1. **By the end of the second year of operation, each teacher will report satisfaction in his or her achievement of professional goals.**
2. **By the end of the second year of operation, staff surveys will reflect at least an 80 percent satisfaction rate.**
3. **By the end of the second year of operation, staff retention rates will exceed the average for charter schools.**

F. Strategies for Attainment

1. **Professional development evaluations and needs assessments will be distributed at the summer training and periodically throughout the school year.**

2. **Results from professional development evaluations and needs assessments will be used to tailor workshops to meet staff members' needs and interests.**

3. **Training in team building, communication skills, and conflict resolution will promote open feedback and cooperation among staff members.**

4. **Board members and directors will research additional promotional benefits that can be offered to staff members to promote a healthy lifestyle such as fitness classes, discounted health club memberships, spa treatments, etc.**

Goal 5:

Bridges will serve as a community resource to promote awareness about early childhood development.

A. Performance Indicators

1. **Bridges PCS will establish and maintain an early childhood resource center.**

2. **Bridges PCS will develop reciprocal relationships with local universities and community-based organizations that serve families and children.**

3. **Bridges will invite members of the community to relevant workshops.**

Reporting Performance and Progress:

Bridges will submit annual reports that document progress in each of these goals to the Chartering authority each fall. Staff will develop the report in collaboration with the Board of Trustees. The report will summarize performance and progress over the course of the previous school year. Bridges' administration will submit quarterly reports to the Board on students' developmental and academic progress and the school's progress towards meeting goals and objectives. Parents, staff members, and the DC community will have access to the school's accountability report.

Staff will communicate consistently with families to discuss each child's progress at home and at school. Parent-teacher conferences will be held three times per school year. Parents will be encouraged to visit and volunteer in classrooms frequently to observe their child's progress and to encourage consistency between home and school. Transdisciplinary teams will meet with parents as necessary to discuss progress, concerns, and adaptations to ensure academic and developmental success for each child.

Receive and review applications	April 1 - 30, 2004
Enrollment	
Application deadline	April 30, 2004
Hold lottery if necessary	May 1, 2004
Mail out letters	May 3 & 4, 2004
Enrollment decisions due	May 18, 2004
School Policies and Procedures	
Policies	
Develop uniform policy	December 2004-June 2004
Develop complaint resolution process	December 2004-June 2004
Develop anti-harassment policy	December 2004-June 2004
Develop employment policy	December 2004-June 2004
Develop attendance policy	December 2004-June 2004
Create parent handbook	December 2004-June 2004
Orientation	
Hold orientation for parents	August 2004-September 2004
Hold orientation for teachers	August 2004
Fundraising	
Create Materials	
Create logo	November 2003-January 2004
Write marketing materials	November 2003-January 2004
Print stationary, cards, and materials	January 2004
Reserve website name	August 2003 √
Develop website	December 2003-January 2004
Set Up Fundraising	
Develop fundraising strategy	November 2003-March 2004
Research individuals	June 2003-March 2004
Talk to individuals	June 2003-September 2004
Research public and private funding sources	April 2003-March 2004
Talk to funding sources	November 2003-September 2004
Write grant proposals	January 2004-September 2004
Hold fundraising event	Spring 2004

b. Major Contracts Planned

Currently Bridges has not entered into any contracts whose value exceeds $25,000. Possible contracts of this amount that we many enter into in the future include: special education support services, building and architectural services, construction, renovation and financing. Before the school entered into a contract equal to or exceeding $25,000 it will submit a copy of the contract to the D.C. Public Charter School Board for review. Bridges PCS will advertise major contracts in accordance with the regulations of federal procurement policy.

c. Orientation of Parents, Teachers and Other Community Members

Upon their child's enrollment in the school parents will receive a registration packet of information and forms that will need to be completed before the start of school in September. Included in the packet are: the Parent Handbook; the Home Language Survey; a developmental, health and education history; the dental and medical health forms; and a release form to obtain all prior educational placement records. Prior to the start of the school year, several Parent Orientation sessions will be held to allow parents to meet the school staff, meet one another, get a "mini experience" in a early childhood classroom and learn about the Parent Board of Trustees positions. The "mini experience" during the Parent Orientation is a tour and discussion of the classroom learning centers and participation in a learning/play activity, like finger painting or block building. All parents or care-providers of enrolled students will be required to attend a Parent Orientation session before their child's first day of school. Parent Orientation sessions will be held in the spring and the summer after the coming school year's lottery for admissions is completed.

For the first year of operation, the Parent Orientations sessions will be modified and Scheduled to fit into the timetable for the initial setting up process of the school. Parent Orientation sessions will occur prior to the first day of school for students. In addition, prior to school opening for students a summer screening session will be held. During the screening session parents will receive assistance in completing the school's registration packet, advice on The location of dental and medical clinics and incoming students who do not have IFSPs or IEPs will be screened using the ESI-R. This will allow us to identify early any children considered to be "at risk" for learning difficulties. For children entering the program with IFSPs and IEPs, the school will begin collecting information and documentation from previous education / intervention placements.

Orientation of Educational Staff

During the summer, staff (lead teachers and assistant teachers) will have one week of training and orientation (please see Educational Plan, part 3. Support for Learning, section f. Professional Development for Teachers, Administrators and Other School Staff). In addition, staff will have one week to set up classrooms and to plan prior to the first day of school for students. The co-directors will facilitate training on the use of assessment tools such as the ESI-R, the Pre-LAS, Work Sampling, and the Hawaii in-house. We will contract with an outside resource for the initial training on the Project Approach and the Work Sampling System. All educational staff will receive the training. During the orientation the educational staff will also be surveyed to determine areas of particular interest and need for on-going professional development during the school year. This information will be used to supplement the staff training goals developed by the school's leadership. First Aid and CPR will also be arranged for the school staff. It is our goal to have at one or/more of the adults in each classroom certified in First Aid and CPR.

During the educational staff orientation, each teaching team will receive a copy of the classroom manual which contains: a statement of the school educational approach and philosophy; outlines all of the school's procedures and policies; and includes any forms or documents that a teacher will need in order to implement the educational program.

Before the two weeks of orientation all educational staff (including teaching fellows) will receive an information packet that includes: a schedule for the two weeks of training, orientation and set-up; an employee manual; a copy of the parent handbook; and contact information for the Board of Trustees and the school's leadership positions.

After the first year of operation, the teachers will have at least a week to set-up the classroom and plan before students begin school each year. New staff will also receive training and orientation during the week set aside for start-up.

Orientation of Community Members

Our school will have an open door policy. Members of the community will be welcomed to arrange a visit by contacting the school in advance. Literature about the school and the resource center will be available for distribution to all interested parties. The resource center will have posted times when it is open to the public and the workshops held for the larger DC community will be advertised prior to the event. Community member can also learn about our school via our web site once it is established.

d. Services Sought from the District of Columbia Public Schools

Bridges does not anticipate requiring any services from the DC Public School system other than providing transportation for children with Individual Education Programs (IEPs).

D. Public Charter School Accountability Plan

This narrative outline of Bridges Public Charter School's Accountability Plan is followed by a table version of the accountability plan.

Student Achievement

Goal 1:

The school implements a developmentally appropriate and integrated curriculum that provides students with opportunities to actively learn cognitive, linguistic, physical, social and emotional skills in a safe, nurturing, and child-centered environment.

A. Indicators:

1. **Program staff will implement a variety of effective teaching strategies to meet individual students' learning needs.**
2. **Students will demonstrate progress in cognitive, linguistic, physical, social and emotional development.**
3. **Students will demonstrate development of the following skills: creativity and imagination, critical thinking and problem-solving, the ability to express feelings and ideas through language and play, increased literacy, increased appreciation of the arts, humanities and sciences, competency in self-care and physical skills, and an intrinsic motivation to learn.**
4. **The program will systematically assess students' learning to identify students' needs, describe each child's developmental progress, adapt curriculum and teaching strategies according to each child's needs, inform parents of their child's development, and to evaluate achievement of program goals.**

B. Assessment Tools:

1. **Results from the Early Screening Inventory-Revised and Hawaii Early Learning Profile will reflect each student's developmental progress, throughout the school year.**
2. **Aggregated data will be developed from the information collected by the Work Sampling System to show progress across three report card periods during the school year.**
3. **Notes from parent-teacher conferences and communication notebooks will reveal consistent, reciprocal communication with families regarding students' progress at home and at school.**
4. **Mastery of IEP goals and objectives will provide additional assessment of performance for students with special needs**

C. Baseline Performance:

1. **During the first year of operation, professional development workshops will be developed and implemented based upon staff needs assessments. Workshops will include training in a variety of teaching techniques in order to address students' individual learning needs.**
2. **During the first year of operation, teachers and related service providers will be trained to administer the following screening and assessment tools: Early Screening Inventory-Revised, Pre-Language Assessment Scales, Hawaii Early Learning Profile, and The Work Sampling System.**
3. **Screening tools will be administered at the beginning of each school year to establish baselines of individual and overall student performance.**

D. Annual Targets

1. **Formal and authentic assessments will be administered throughout the school year to document individual and overall student progress. Student portfolios and work sampling will individually document each student's progress.**
2. **Over the course of the first year of operation, aggregated data from student work sampling results will reveal an average 40 percent increase in proficiency in two or more of the following skill areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.**

E. 2-year Targets

1. **After attending Bridges PCS for two consecutive years, students will individually demonstrate at least a 60 percent increase in proficiency in two or more of the following skill areas: literacy, mathematical and scientific thinking, self-help, cognitive, social-emotional, communication and motor skills, as indicated through work sampling, developmental checklists, and individualized student portfolios.**

2. **After attending Bridges PCS for two consecutive years, students will demonstrate acquisition of the following language and literacy skills: differentiate between pictures and print, identify their name in print, follow simple directions when supported by picture symbols or simple sign language (if necessary) with 80 percent accuracy.**

F. Strategies for Attainment

1. **Teachers will be trained through professional development workshops and hands-on training in strategies including investigative studies, scaffolding, facilitating, floor time, direct instruction, modeling, demonstrating, coaching, etc.**

2. **Teachers will be trained to implement a variety of authentic and formal assessment tools and to apply assessment results to individualized planning of instruction.**

3. Teachers will be trained to use the work sampling system to evaluate and document students' learning.

II. Organizational and Management Performance Objectives

Goal 1:
The school is a well run and successful non-profit.

A. Performance Indicators

1. The school has a balanced budget, a successful audit, and on-going application and enrollment of students in the school.

2. The Chartering Authority reports satisfaction with the school's operation.

B. Assessment Tools

1. Quarterly financial reports, annual audits, admission and enrollment records, Board meeting minutes, annual financial reports and budgets will assess Bridges' management performance.

C. Baseline Data

1. The Board of Trustees will develop an appropriate annual budget.

2. Bridges' Board and directors will identify fundraising sources.

3. Bridges will open with full enrollment.

D. Annual Targets

1. During the first year of operation, the school will have no serious audit findings.

2. Bridges will develop reasonable financial plans for the future.

3. The board will approve the annual budget each school year.

4. Bridges will raise at least $100,000 through grants and private donations.

5. Bridges will maintain full enrollment.

E. 2-year Targets

1. By the end of the second year of operation, the Bridges Public Charter School will receive successful audit reports.

2. The board will continue to approve the annual budget.

3. Bridges will raise at least $150,000 through grants and private donations.

4. Bridges will explore options for expansion; possibly opening up replication sites in different neighborhoods.

F. Strategies for Attainment

1. Strategic recruitment of students at early intervention programs, hospitals, clinics, local day care centers, and community organizations will ensure a full and balanced enrollment of students.

2. Bridges' Staff, Parents, Board of Trustees and Advisory Council members will participate in a variety of fundraising efforts.

3. Bridges' Board of Trustees, Advisory Council members, and directors will collaborate to write grants to raise funds.

4. Bridges' will contract with a reputable accounting firm to assure successful audit reports and management of funds.

Goal 2:
The Board of Trustees demonstrates a strong commitment to Bridges Public Charter School' mission and effectively governs and promotes the school.

A. Performance Indicators

1. Board members will attend and participate in Board meetings and fundraising events.
2. The Board of Trustees will set school policies and procedures that are consistent with Bridges' mission and philosophy.
3. Board members will assist in development and fundraising efforts, accounting and financial oversight, public relations, local and federal government relations, general management, and strategic planning.

B. Assessment Tools

1. Board meeting minutes, an annual Board self-assessment, attendance at Board meetings and fundraising events, and parent and staff satisfaction surveys, will be used to evaluate the effectiveness and involvement of the Board of Trustees.

C. <u>Baseline Data</u>

1. Bridges Public Charter School's Board of Trustees will actively recruit additional members from educational, medical, legal and financial fields.

2. During the first year of operation, Bridges' Trustees will attend each Board meeting and fundraising event.

3. During the first year of operation, the Board will develop a process for assessing its performance and identify and plan appropriate training in areas of weakness.

4. Prior to the opening of the school, the Board of Trustees and the administration will develop school policies and procedures.

5. Prior to the opening of the school, Board members will select leadership roles, according to professional expertise (e.g. fundraising, financial oversight, public relations, government relations, management, planning, etc).

D. Annual <u>Targets</u>

1. Bridges will successfully recruit and retain a diverse and active Board and Advisory Council, which includes parents and community members.

2. Board member self-assessments will be conducted annually.

4. The Board will periodically review, evaluate and revise school policies and procedures as necessary.

4. Over the course of the school year, Board members will report on developments in their area of expertise and goals for future progress.

<u>E. Two-year Targets</u>

1. By the end of the second year of operation Bridges will have a diverse, talented, strategic and engaged Board of Trustees and Advisory Council.

2. Self-evaluations at the end of Board members' second year of service will reflect at least a 50 percent improvement in areas of weakness.

F. Strategies for Attainment

1. **Bridges founding group continues to actively recruit a highly qualified, dedicated and diverse in expertise (administrator Board of Trustees.**

2. **Bridges board members will develop specific goals for the school and an action plan as to how they will attain those goals.**

3. **Board members will assess the school's progress on achieving these goals.**

Goal 3:

The school's policies, procedures and rituals promote respect for diversity in learning strengths and challenges, cultural backgrounds, socio-economic status and family structures.

A. Performance Indicators

1. **Policies are written with respect for different learning needs, socio-economic and cultural backgrounds to deter bias and discrimination.**

2. **Teachers and students discuss and celebrate differences in the classroom.**

B. Assessment Tools

1. **Minutes from Board meetings will provide documentation of the development of school policies and procedures.**

2. **Thorough review of staff manuals will assure that policy and procedures are culturally competent.**

3. **Documentation of classroom reflections (through art, work samplings, discussion, photographs, etc) will provide evidence of culturally competent learning activities.**

4. **Parent information that is translated into different languages will provide evidence of efforts to develop partnerships with all families.**

C. Baseline Data

1. **During the first year of operation, school administrators, Members of Board of Trustees and the Advisory Board participate in the development of and/or review all school policies and procedures to ensure that they are culturally competent and free of bias.**

2. **During the first year of operation, necessary written information will be translated into Spanish and/or other languages and distributed to families.**

3. During the first year of operation, a relationship will be established with Putumayo World Music Company to enhance Bridges' multicultural arts education curriculum.

D. Annual Targets

1. Each school year, Bridges will offer at least one multicultural awareness assembly, and/or professional development program.
2. Each school year, teachers will incorporate multicultural education throughout the curriculum.

E. Two-year Targets

1. Over the course of the first two years of operation, Bridges staff will develop reciprocal professional relationships with a variety of culturally diverse parent groups and community organizations through outreach within the DC community.

F. Strategies for Attainment

1. Outreach to community organizations.
2. Hire bilingual and bicultural staff members.
3. Invite families to share their cultural traditions during classroom activities.
4. Offer a variety of literature and classroom material that reflects and celebrates cultural and linguistic diversity.
5. Provide information to families in their first languages whenever possible.
6. Organize multicultural awareness assemblies in collaboration with Putumayo Record Company.

Goal 4:
School staff members assess their performance and evaluate the school program.

A. Performance Indicators

1. Teachers will periodically review their individual professional development plans and self-evaluate how effectively they are meeting the goals they set for themselves.
2. Staff members will give and receive constructive feedback throughout the school year.

3. Staff members will complete a mid-year and an end of the year staff survey that outlines strengths and weaknesses of the school program and suggestions for improvement.

B. Assessment Tools

1. Professional development plans, notes from observation meetings, notes from transdisciplinary planning meetings, annual staff retention rates and staff surveys will provide documentation of staff members' self-assessment and evaluation of the school program.

C. Baseline Data

1. At the beginning of the school year, teachers will develop professional developmental plans according to their individual interests and training needs.
2. At the beginning of the school year, staff will participate in a professional development workshop on peer review techniques.
3. During the first year of operation, the mid year staff survey will reflect an overall satisfaction rate of at least 60 percent.

D. Annual Targets

1. During observation meetings with administrators throughout the school year, teachers will reflect on their progress towards achieving their professional goals.
2. Monthly team meetings will provide staff members with opportunities to share constructive feedback.
3. During the first year of operation, the staff retention rate will meet the average for charter schools.

E. Two-year Targets

1. By the end of the second year of operation, each teacher will report satisfaction in his or her achievement of professional goals.

2. By the end of the second year of operation, staff surveys will reflect at least an 80 percent satisfaction rate.

3. By the end of the second year of operation, staff retention rates will exceed the average for charter schools.

F. Strategies for Attainment

1. Professional development evaluations and needs assessments will be distributed at the summer training and periodically throughout the school year.

2. Results from professional development evaluations and needs assessments will be used to tailor workshops to meet staff members' needs and interests.

3. Training in team building, communication skills, and conflict resolution will promote open feedback and cooperation among staff members.

4. Board members and directors will research additional promotional benefits that can be offered to staff members to promote a healthy lifestyle such as fitness classes, discounted health club memberships, spa treatments, etc.

Goal 5:

Bridges will serve as a community resource to promote awareness about early childhood development.

A. Performance Indicators

1. Bridges PCS will establish and maintain an early childhood resource center.

2. Bridges PCS will develop reciprocal relationships with local universities and community-based organizations that serve families and children.

3. Bridges will invite members of the community to relevant workshops.

Reporting Performance and Progress:

Bridges will submit annual reports that document progress in each of these goals to the Chartering authority each fall. Staff will develop the report in collaboration with the Board of Trustees. The report will summarize performance and progress over the course of the previous school year. Bridges' administration will submit quarterly reports to the Board on students' developmental and academic progress and the school's progress towards meeting goals and objectives. Parents, staff members, and the DC community will have access to the school's accountability report.

Staff will communicate consistently with families to discuss each child's progress at home and at school. Parent-teacher conferences will be held three times per school year. Parents will be encouraged to visit and volunteer in classrooms frequently to observe their child's progress and to encourage consistency between home and school. Transdisciplinary teams will meet with parents as necessary to discuss progress, concerns, and adaptations to ensure academic and developmental success for each child.

Bridges Public Charter School Accountability Plan
School Years 2004 – 2006

The mission of Bridges Public Charter School is to provide an exemplary, individualized early childhood educational program that includes preschoolers with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning.

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Targets (2 year targets for Preschool program-students ages 3-4 years)	Strategies for Attainment
1. The school implements a developmentally appropriate and integrated curriculum.	Program staff will implement a variety of effective teaching strategies to meet individual students' learning needs. Students will demonstrate progress in cognitive, linguistic, physical, social and emotional development. Students will demonstrate acquisition of the following skills: creativity and imagination, critical thinking	Results from assessments such as the Early Screening Inventory-Revised and Hawaii Early Learning Profile will reflect each student's developmental progress. Aggregated data on each student's progress will be collected from the Work Sampling System. Notes from parent-teacher conferences and communication notebooks will reveal consistent, reciprocal	During the first year of operation, professional development workshops will be developed and implemented based upon staff needs assessments. During the first year of operation, teachers and related service providers will be trained to administer screening and assessment tools. Screening tools will be administered at	Formal and authentic assessments will be administered throughout the school year to document individual and overall student progress. Over the course of the first year of operation, aggregated data from student work sampling results will reveal an average 40 percent increase in proficiency in two or more of the following	After attending Bridges PCS for two consecutive years, students will individually demonstrate at least a 60 percent increase in proficiency in two or more of the following areas: literacy, mathematical and scientific thinking, self-help, cognitive, social-emotional, communication and motor skills, as indicated through work sampling, developmental checklists, and individualized	Teachers will be trained through professional development workshops and hands-on training in teaching strategies including investigative studies, scaffolding, facilitating, floor time, direct instruction, modeling, demonstrating, coaching, etc. Teachers will be trained to implement a variety of authentic and

	and problem-solving, the ability to express feelings and ideas through language and play, increased literacy, increased appreciation of the arts, humanities and sciences, competency in self-care and physical skills, and an intrinsic motivation to learn. **The program will systematically assess students' learning to identify students' needs, describe each child's developmental progress, adapt curriculum and teaching strategies according to each child's needs, inform parents of their child's development, and to evaluate achievement of program goals.**	**communication with families regarding students' progress at home and at school.** **Mastery of IEP goals and objectives will provide additional assessment of performance for students with special needs.**	**the beginning of each school year to establish baselines of individual and overall student performance.**	**skill areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.**	**individualized student portfolios.** **After attending Bridges PCS for two consecutive years, students will demonstrate acquisition of the following language and literacy skills: differentiate between pictures and print, identify their name in print, follow simple directions when supported by picture symbols or simple sign language (if needed) with 80 percent accuracy.**	**authentic and formal assessment tools and to apply assessment results to individualized planning of instruction.** **Teachers will be trained to use the work sampling system to evaluate and document students' learning.**

II. Organizational and Management Performance Objectives						
Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Two-Year Target	Strategies for Attainment
1. The school is a well run and successful non-profit.	The school has a balanced budget, a successful audit, and on-going application and enrollment of students in the school. The Chartering Authority reports satisfaction with the school's operation.	Quarterly financial reports, annual audits, admission and enrollment records, Board meeting minutes, annual financial reports and budgets will assess Bridges' management performance.	The Board of Trustees will develop an appropriate annual budget. Bridges' Board and directors will identify fundraising sources. Bridges will open with full enrollment.	During the first year of operation, the school will have no serious audit findings. Bridges will develop reasonable financial plans for the future. The board will approve the annual budget each school year. Bridges will raise at least $100,000 through grants and private donations. Bridges will maintain full enrollment.	By the end of the second year of operation, the Bridges will receive successful audit reports. The board will continue to approve the annual budget. Bridges will raise at least $150,000 through grants and private donations. Bridges will explore options for expansion.	Staff will strategically recruit students. Bridges' Staff, Parents, Board of Trustees and Advisory Council members will participate in a variety of fundraising efforts. Bridges' Board of Trustees, Advisory Council members, and directors will collaborate to write grants to raise funds. Bridges' will contract with a reputable accounting firm.
2. The Board of Trustees demonstrates a strong commitment to Bridges Public	Board members will attend and participate in Board meetings and fundraising	Board meeting minutes, an annual Board self-assessment, attendance at Board	Bridges Public Charter School's Board of Trustees will actively recruit additional	Bridges will successfully recruit and retain a diverse and active Board	By the end of the second year of operation Bridges will have a diverse, talented, strategic	Bridges founding group continues to actively recruit a highly qualified, dedicated and diverse in

Bridges Public Charter School' mission and effectively governs and promotes the school.	events. The Board of Trustees will set school policies and procedures that are consistent with Bridges' mission and philosophy. Board members will assist in development and fundraising efforts, accounting and financial oversight, public relations, local and federal government relations, general management, and strategic planning.	meetings and fundraising events, and parent and staff satisfaction surveys, will evaluate the effectiveness and involvement of the Board of Trustees.	board members. During the first year of operation, Bridges' Trustees will attend each Board meeting. During the first year of operation, the Board will develop a process for assessing its performance and identify and plan appropriate training in areas of weakness. Prior to the opening of the school, the Board of Trustees and the administration will develop school policies and procedures. Prior to the opening of the school, Board members will select leadership roles.	and Advisory Council which includes parents and community members. Board member self-assessments will be conducted annually. The Board will periodically review, evaluate and revise school policies and procedures as necessary. Over the course of the school year, Board members will report on developments in their area of expertise and goals for future progress.	and engaged Board of Trustees and Advisory Council. Self-evaluations at the end of Board members' second year of service will reflect at least a 50 percent improvement in areas of weakness.	expertise (administrator Board of Trustees. Bridges board members will develop specific goals for the school and an action plan as to how they will attain those goals. Board members will assess the school's progress on achieving these goals.
3. The school's policies, procedures and [illegible]	Policies are written with respect for different learning [illegible]	Minutes from Board meetings will provide [illegible]	During the first year of operation, school [illegible]	Each school year, Bridges will offer at least [illegible]	Over the course of the first five years of operation, Bridges staff will	Outreach to community organizations.

rituals promote respect for diversity.	**needs, socio-economic and cultural backgrounds to deter bias and discrimination.** **Teachers and students discuss and celebrate differences in the classroom.**	**documentation of school policies and procedures.** **Thorough review of staff manuals will assure that policy and procedures are culturally competent.** **Documentation of classroom reflections (through art, work samplings, discussion, photographs, etc) will provide evidence of culturally competent learning activities.** **Parent information that is translated into different languages will provide evidence of efforts to develop partnerships with all families.**	**administrators, Members of Board of Trustees and the Advisory Board participate in the development of and/or review all school policies and procedures to ensure that they are culturally competent and free of bias.** **During the first year of operations, necessary written information will be translated into Spanish and/or other languages and distributed to families.** **During the first year of operation, a relationship will be established with Putumayo World Music Company to enhance Bridges' multicultural arts education curriculum.**	**one multicultural awareness assembly, and/or professional development program.** **Teachers will incorporate multicultural education throughout the curriculum.**	**develop reciprocal professional relationships with a variety of culturally diverse parent groups and community organizations.**	**Hire bilingual and bicultural staff members.** **Invite families to share their cultural traditions during classroom activities.** **Offer a variety of literature and classroom materials that reflect and celebrate cultural and linguistic diversity.** **Provide information to families in their first languages whenever possible.** **Organize multicultural awareness assemblies in collaboration with Putamayo Record company.**

3. The school develops and maintains collaborative partnerships with families and encourages parents to become actively involved in the life of the school.	Parents participate in conferences, volunteer in the school, attend Family Day, and attend workshops held at the resource center. Teachers communicate reciprocally with families regarding each student's developmental progress at home and at school. Transition plans are developed in partnership with families to foster smooth transitions and continuity from home to school, from early intervention or day care to preschool, and from preschool to elementary school. Parents apply to serve as members of the Board of Trustees. Parents complete	Meeting notes and a tally of classroom sign in sheets will document attendance at parent-teacher conferences. All participants in community events, fundraisers, volunteer activities, and workshops will document their attendance. Assessment results will be based on a combined yearly attendance average. In accordance with State and Federal regulations, each student's transition plan and meeting notes will reflect a family-centered, transdisciplinary planning process. Each school year, the number of parents' applications for Board member positions will be tallied and included in the Chartering	During the first year of operation 60 percent of families participate in parent-teacher conferences. During the first year of operation, at least 50 percent of parents contribute to the school's mission by participating in Family Day, volunteering, and/or attending workshops. During the first year of operation, teachers will be trained in how to develop transition plans in partnership with families. During the first year of operation, at least 3 parents will apply to serve as members of the Board of Trustees. During the first	The level of parent participation in all school activities will increase by at least 10 percent yearly.	By the second year of operation, we aspire to have 80 percent participation in parent-teacher conferences. By the end of our second year of operation, 60 percent of our families participate in one or more volunteer activities. By the year end of the second year of operation, parents and school staff will hold transition plan meetings for each student during the intake process into the program and prior to completing the program. By the second year of operation, at least 5 parents apply to serve as Board Members.	Whenever necessary, communication with families will be translated. Bridges staff will develop relationships with local community groups and agencies to provide interpreters when necessary for meetings with parents. Parents will be encouraged to take leadership roles in planning and facilitating school events. Parents will be invited to participate in resource center workshops. Bridges staff will be trained in how to develop partnerships with families. Staff workshops will include trainings in active listening

	an end of the year survey that reflects upon the strengths and weaknesses of the school program and ideas for improvement.	Authority's Annual Report. Each school year, parent survey participation and results will be summarized in the Annual Report. Board meeting minutes will reflect acknowledgement of parents' opinions, concerns and suggestions.	year of operation, 60 percent of families will complete and return the parent satisfaction surveys. Surveys will reveal at least a 60 percent overall approval rating.		By the second year of operation, 70 percent of families will return the surveys, which will reflect an improved overall satisfaction rate of at least 70 percent.	and strategies to promote parent involvement. Bridges staff will be trained in how to develop transition plans in partnership with parents for students entering Kindergarten and transitioning from early intervention and/or day care. All parents will be invited to apply to serve as board members. Parents and the Board of Trustees will elect parent representatives.
4. School staff members assess their performance and evaluate the school program.	Teachers will periodically review their individual professional development plans and self-evaluate their progress. Staff members will give and receive constructive feedback	Professional development plans, notes from observation meetings, notes from transdisciplinary planning meetings, annual staff retention rates and staff surveys will provide	At the beginning of the school year, teachers will develop professional developmental plans according to their individual interests and training needs. At the beginning	Teachers will reflect on their progress towards achieving their professional goals. Staff members will share constructive feedback.	By the end of the second year of operation, each teacher will report satisfaction in his or her achievement of professional goals. By the end of the second year of operation, staff	Professional development evaluations and needs assessments Results from professional development evaluations and needs assessments will be used to tailor workshops

	throughout the school year. Staff members will complete a mid-year and an end of the year staff survey that outlines strengths and weaknesses of the school program and suggestions for improvement.	provide documentation of staff members' self-assessment and evaluation of the school program.	of the school year, staff will participate in a professional development workshop on peer review techniques. During the first year of operation, the mid year staff survey will reflect an overall satisfaction rate of at least 60 percent.	During the first year of operation, the staff retention rate will meet the average for charter schools.	surveys will reflect at least an 70 percent satisfaction rate. By the end of the second year of operation, staff retention rates will exceed the average for charter schools.	to meet staff members' needs and interests. Training in team building, communication skills, and conflict resolution. Board members and directors will research additional promotional benefits that can be offered to staff members
5. Bridges will serve as a community resource to promote awareness about early childhood development and children with special needs.	Bridges PCS will establish and maintain an early childhood resource center. Bridges PCS will develop reciprocal relationships with local universities and community-based organizations that serve families and children. Bridges will invite members of the community to participate in	Flyers distributed throughout the community (translated into different languages-if necessary) will serve as evidence of outreach efforts. Sign in sheets at the resource center, workshops and events will document community participation in Bridges' events and workshops.	Sign in sheets from workshops and events at the beginning of the school year will provide baseline data.	By the end of the first year of operation Bridges PCS will develop reciprocal relationships with local universities to provide internships for graduate students and professional development opportunities for staff members. Over the course	By the second year of operation, Bridges PCS will serve as an internship and/or practicum site for graduate students from education and related programs from a variety of local universities and colleges By the end of the second year of operation, resource center and event sign-in	Representatives from local universities' education programs will be invited to visit Bridges to identify it as a potential internship sight. Leaders of community-based organizations will be invited to Bridges' workshops and events.

	participate in relevant workshops.			of first year of operation, resource center and event sign in sheets throughout the school year will reveal a 40 percent increase in community involvement by the end of the school year.	sheets will reveal an overall 50 percent increase in community involvement.	Parents and community members will sign in each time they visit the resource center. Events and workshops may include incentives such auctions, raffles, live music, door prizes, etc to promote community involvement.

Bridges Budget Case 1
Two-Year Operating Budget

Description of Case 1

58 Students total

1) Special Needs Students — Typically Developing

Students

25 Level 1 - 2 kids — 33 kids
Level 2 - 7 kids
Level 3 - 6 kids
Level 4 - 10 kids

Classroom size & Staffing: 4 classes total

- 1 Non-categorical class - 10 kids, all level 4. One special education teacher and two assistants.

3 Inclusion classes - 16 kids, 5 special needs (a mix of level 1, 2 & 3) and 11 typical kids. Each of the three classrooms will be staffed by one teacher (reg., special ed., or dual certification) and one assistant. Then one special education teacher will be hired to float between the three inclusion classes to be the inclusion support person. Part-time Speech therapist, Part-time Occupational therapist.

Budget Narrative:

REVENUES

Line 1: Per Pupil Charter Payments at $880,718 is based on the DC FY'04 Proposed Per Pupil formula. The figure is based on 58 pre-schoolers at $7,664 per pupil, $1,981 per pupil for facilities funding; for a total of $559,410; and 15 pre-schoolers eligible for NEP/LEP funds at $2,620 per pupil for a total of $39,300. The remaining $282,008 is based on 28 pre-schoolers eligible for special education funding:

Category	# of pupils	$$/ per pupil	Total funding
Level 1	2	$3,603	$7,206
Level 2	7	$5,568	$38,976
Level 3	6	$9,826	$58,956
Level 4	10	$17,687	$176,870

Years 2-5 increase by 5% year to year.

Line 2: Federal entitlements are calculated based on the following estimate:

Federal Funds	# of Pupils	$$/Pupil	TOTAL
Title II, Part A	58	$162	9,400.06
Title II, Part D	58	$21	1,225.54
Title IV	42	$20	829.50
Title V, Part A	36	$16	576.00
	Federal Funds Subtotal		12,031.10

Years 2-5 increase by 5% year to year.

Line 3:Grants and donations of $290,000 are based on an estimate that Bridges will receive a pre-charter federal grant Title V, Part B for program planning and design for $110,000. Additionally, Bridges will seek another $180,000from competitive sources of private and public grants listed below:

Funding source	Funding Programs	Giving Range
Morris & Gwendolyn Cafritz Foundation	Educational Services and Schools	$10,000 to $30,000
Freddie Mac Foundation	The Early Years (Birth to 6 years)	$5,000 to $50,000
Phillip L. Graham Fund	Early Childhood Education	Under $10,000
Eugene and Agnes E. Meyers Foundation	Education and Nonprofit Sector Advancement	$5,000 to $30,000
DC Children & Youth Investment Corporation	Education	Info. Not Available
Prudential Charter School Lending	Charter school facilities	Info. Not Available
Office of Elementary and Secondary Education, Dept. of Education	Charter Schools Facilities Financing Demonstration	$2,500 to $10,000
Office of Elementary and Secondary Education, Dept. of Education	Title V, Part D , Subpart 21= Parental Assistance Centers	$200,000 to $500,000
Office of Elementary and Secondary Education, Dept. of Education	Title I, Part B Subpart 2- Early Reading First	Info. Not Available
Office of Elementary and Secondary Education, Dept. of Education	Title II, Part A, Subpart 5- Early Childhood Educator Professional Development	Info. Not Available

EXPENSES

Personnel Salaries and benefit (with a 4% annual increase on Lines 7-13)

Line 7: The annual salary of the Co-Director and Early Childhood Curriculum Leader is $55,000 excluding benefits.

Line 8: The annual salary of the Co-Director and Special Education Leader is $55,000 excluding benefits.

Line 9: The annual salary of the Office Manager is $35,000 excluding benefits.

Line 10: Three Mid-range teacher salary @$45,000 (max). Benefits not included. The Mid-Range level of experience is the equivalent of Masters in Education or 5+ years teaching experience.

Line 11: Two New teachers @$36,000 (max). Benefits not included. The New Teacher's level of experience is 1 to 4 years of teaching experience with a Bachelor's degree.

Line 12: Five Teaching Assistants @$20,000. Benefits not included.

Line 13: Employee benefits includes social security (7% of each salary), unemployment insurance (.1% of total salaries/per staff), retirement savings (15% of each salary), health insurance ($400 max per individual/family for 12 months for each staff):

			Social	Unemployment	Retirement	Health	Total	Total
# of Staff	**Est. Cost**	**Total Salary**	**Security**	**Insurance**	**Savings**	**Benefits**	**Benefits**	**Compensation**
1	$55,000.00	**$55,000**	$3,850	$35.38	$8,250.00	4800	**$16,935**	**$71,935**
1	$55,000.00	**$55,000**	$3,850	$35.38	$8,250.00	4800	**$16,935**	**$71,935**
1	$30,000.00	**$30,000**	$2,100	$35.38	$4,500.00	4800	**$11,435**	**$41,435**
3	$45,000.00	**$135,000**	$9,450	$35.38	$20,250.00	4800	**$34,535**	**$169,535**
2	$36,000.00	**$72,000**	$5,040	$35.38	$10,800.00	4800	**$20,675**	**$92,675**
5	$20,000.00	**$100,000**	$7,000	$35.38	$15,000.00	4800	**$26,835**	**$126,835**
13	$1,000.00	**$13,000**					**$127,352**	**$574,352**
Subtotal for Staff Expenses (Yr.1)		**$460,000**						

Line 14: Staff Development is $1000 per staff person and will remain at this amount through the 5-year period.

Line 15: Adaptive equipment will used specifically for children with special needs to help develop physical and/or sensory skill development. Only a few items will be replaced in Years 2-5, mainly bean bags and therapy balls. The remaining items are covered under a warranty for more than five years.

Adaptive equipment	# of items	Unit Price		Tot. cost
Rifton chairs	2	$1,000.00		$2,000
Bean bags	8	$40.00		$320
Therapy Balls	5	$20.00		$100
Trampoline	2	$200.00		$400
Swing	2	$200.00		$400
	Adaptive equip.	Subtotal		$3,220

Line 16: The augmentative communication device is used to develop and improve the language ability of children with special needs focusing on speech. The figure of $900 is for 6 devices at $150 each. These items are also covered under warranty beyond 5 years.

Line 17: This is an estimate for bookshelves and children's books to be use for the reading and lending school library.

Line 18: Four computers for each classroom at $1,500 a piece.

Line 19: Four printers for each classroom at $229 a piece.

Line 20: Classroom software including Boardmaker, Augment, Writing w Symbols, Read a Rabbit, and Picture this with licenses for each computer estimated at $500 per class for 4 classes.

Line 21: Cost of networked telephone equipment and installation at $250 per class for 4 classes. Also, includes cost of local/long distance phone service at $45 a month for 12 months in 4 classes.

Line 22: See details in Start-Up Classroom Materials Description. The cost per class is $8,867 for four classes.

Line 23: See details in Start-Up Shared Classroom Materials. The start-up cost is $2,498.18. The annual replacement cost is estimated at $842.

Line 24: Each class will be given $300 to purchase supplementary materials within school purchasing guidelines.

Line 25: The start-up costs are $1,876 for the laminator, $368 for the binder, $308 for the pare cutter.

Line 26: Annual costs for laminating and binding materials: $750 for laminating, and $65 binding.

Line 27: Assessment tools used to assess the development of typically developing children and children with special needs.

Assessment Materials	# of items	Unit Price	Tot. cost
Hawaii (25 kids w/ special needs)	1	$363.00	$363
ESI-R (for all 58 students)	1	$361.00	$361
Work Sampling (for all 58 students)	1	$538.00	$538
Brigance (for all 58 students)	1	$329.00	$329
Pre-Las (for all 58 students)	1	$252.00	$252
	Assessment Materials Subtotal		$1,843

Line 28: Classroom equipment maintenance for computers and printers and other equipment estimated at $250 per class with annual 5% adjustment for price inflation.

Line 29: Startup costs for the Parent Resource Center. Includes also $1,000 for books and videos and other materials to educate parents about caring for children with special needs and pre-school-age children in general.

Item Description	# of Items	Unit Price	Tot. cost
Desk	2	$150.00	$300
Bookshelves	2	$100.00	$200
Tables	2	$250.00	$500
Chair	2	$80.00	$160
Folding chairs	70	$15.00	$1,050
Computers	1	$1,500.00	$1,500
Printer	1	$400.00	$400
Television	1	$400.00	$400
VCR	1	$250.00	$250
TV and VCR cart	1	$150.00	$150
		Subtotal	$4,910

Line 30: Special Education Services includes:
A part-time speech therapist and occupational therapist; and an evaluation for IEP development broken up by the team that conducts the IEP evaluation. The team may include a mix of professionals such as a speech therapist, occupational therapist, child and/or psychologist. We estimate that out of 25 kids 9 would need the evaluation.

Special Education Services	# of items	Unit Price	Tot. cost
Speech Therapist	1	$26,000.00	$26,000
Occupational Therapist (OT)	1	$24,000.00	$24,000
Evaluations for IEP Development	9Children	$1,600.00	$14,400

Line 31: The physical therapist is paid $80/hour to provide 40 hours of service to 3 children that will need physical therapy.

Line 32: The psychologist is paid to work with 9 children for 3 hours each at $100/hour.

Lines 33-36 are estimates based on discussions with Matthew Ward.

Line 33: Rent is estimated for 10,000 square feet at $18/per square foot. This also includes the 2 additional months paid upfront to start the lease. The latter money is usually held in escrow and returned after a period of good payment history.

Line 34: Maintenance repair will be low the first year since we have budgeted for 1st year improvements on the property. The following year is based on $.30 cents per square foot for annual maintenance.

Line 35: Renovations are estimated at $3 per square foot.

Line 36: Utilities are estimated at $4 per square foot.

Line 37: Office supplies annual cost estimate.

Line 38: Office Furnishings are estimated at $14,480, see table below. Office staff includes the two School Directors and the Office Administrator.

Office Setup	# of items	Unit Price	Tot. cost
Computers	3	$1,500.00	$4,500
Printers	2	$300.00	$600
Scanner	1	$180.00	$180
Software	1	$1,000.00	$1,000
Telephones	3	$200.00	$600
Copier	1	$3,000.00	$3,000
Fax Machine	1	$1,000.00	$1,000
Furniture	3	$1,200.00	$3,600
	Office Equipment	Subtotal	$14,480

Line 39: Office Equipment maintenance includes maintenance of computers, printers, and copier.

Line 40: Telephones equipment and installation is $350 each for 3 staff. Local and Long distance service is $50 per month for 12 months per office staff (3).

Line 41: The audit conducted by Walker & Co. will cost $7000. Assistance on setting up accounting procedures and systems will cost $3,000 and an average $500 month for guidance on closing books and other accounting issues.

Line 42: Estimate of $1,000 for external printing and development of materials mainly used promotional purposes.

Line 43: Postage will mostly be local.

Line 44: Other includes office subscriptions.

Line 45: Insurance estimates are based on size of school enrollment and staff, as well as student to staff ratios.

Insurance	
Property	$1,000
Workers Compensation (1% of total salaries w/o benefits	$3,680
General Liability	$2,000
Directors and Officer Liability	$2,500
Educators Legal Liability	$2,000
Umbrella Liability	$3,500
	$14,680

Line 46: Bridges does not currently have a loan.

Line 47: Parents will be responsible for transportation to and from the school.
Line 48: Food Service includes a daily breakfast at $1.10 per child and lunch at $2.15 per child. Top Spanish Catering provided estimates.

Line 49: Administratio fee is estimated based on total expenses minus the administration fee.
Line 50: Proposed spending for quarterly board meeting refreshments, board training and development materials. This does not include Executive Committee meetings.

The Bridges Public Charter School
2. Two-Year Operating Budget
Case #1

Line #	DESCRIPTION OF REVENUES	Year 1 Jul-04	Year 2 Jul-05
1	Per Pupil Charter Payments	$ 880,718.00	$ 924,753.90
2	Federal Entitlements	$ 12,031.10	$ 12,632.66
3	Grants and Donations	$ 290,000.00	$ 200,000.00
4	Activities Fees	$ -	
5	Loans		
6	Other Income		
	TOTAL REVENUES	**$ 1,182,749.10**	**$ 1,137,386.56**
	EXPENSES		
	Personnel Salaries and Benefits		
7	Co-Director and Early Chilhood Curriculum Leader	$ 55,000.00	$ 57,200.00
8	Co-Director and Special Education Leader	$ 55,000.00	$ 57,200.00
9	Office Manager	$ 30,000.00	$ 31,200.00
10	Mid-Range Teachers (3)	$ 135,000.00	$ 140,400.00
11	New Teachers (2)	$ 72,000.00	$ 74,880.00
12	Teaching Assistants (5)	$ 100,000.00	$ 104,000.00
13	Employee Benefits	$ 127,352.31	$ 132,446.40
14	Staff Development	$ 13,000.00	$ 13,000.00
	Subtotal: Personnel Costs	**$ 587,352.31**	**$ 610,326.40**

Due to salaries startinç

	Direct Student Costs			
15	Adaptive equipment		$ 3,220.00	$ 400.00
16	Augmentative communication devices		$ 900.00	
17	School Library		$ 1,000.00	$ 300.00
18	Computers and Materials		$ 6,000.00	
19	Printers		$ 916.00	
20	Software		$ 2,000.00	$ 200.00
21	Telephones		$ 3,230.00	$ 1,200.00
22	Furniture and classroom equipment		$ 35,505.60	$ 1,000.00
23	Shared Classroom materials		$ 2,498.00	850
24	Classroom Supplementary Materials		$ 1,200.00	$ 1,260.00
25	Laminator, binder & paper cutter equip.		$ 2,552.00	
26	Laminating and binding materials		$ 815.00	$ 815.00

27	Assessment materials		$ 1,843.00	$ 517.00
28	Classroom equipment maintenance		$ 1,000.00	$ 1,050.00
29	Parent Resource Center		$ 4,160.00	$ 1,000.00
30	Special Education Services		$ 64,400.00	$ 67,620.00
31	Physical Therapist Consultant		$ 9,600.00	$ 10,080.00
32	Psychologist Consultant		$ 2,700.00	$ 2,835.00
	Subtotal: Direct Student Costs		**$ 143,539.60**	**$ 86,292.00**
	Occupancy Expenses			
30	Rent		$ 225,000.00	$ 192,600.00
31	Maintenance and Repairs		$ 1,500.00	$ 3,000.00
32	Renovation/Leasehold Improvements		$ 30,000.00	
33	Utilities		$ 40,000.00	$ 42,800.00
	Subtotal: Occupancy Expenses		**$ 296,500.00**	**$ 238,400.00**
	Office Expenses			
	Office Supplies and materials		$ 1,500.00	$ 2,000.00
	Office Furnishings and equipment		$ 14,480.00	$ 1,200.00
	Office Equipment Rental and Maintenance		$ 1,500.00	$ 1,605.00
	Telephones/Telecommunications		$ 2,400.00	$ 1,800.00
	Legal/Accounting and Payroll Services		$ 15,000.00	$ 15,750.00
	Printing and Copying		$ 1,000.00	$ 1,050.00
	Postage and Shipping		$ 400.00	$ 428.00
	Other		$ 200.00	$ 214.00
	Subtotal: Office Expense		**$ 36,480.00**	**$ 24,047.00**
	General Expenses			
	Insurance		$ 11,000.00	$ 11,550.00
	Interest Expense			
	Transportation			
	Food Service		$ 33,413.00	$ 34,749.52
	Administration Fee		$ 5,697.48	$ 5,925.38
	Board Meetings/Development		$ 1,750.00	$ 1,802.50
	Subtotal: General Expense		**$ 51,860.48**	**$ 54,027.40**
	TOTAL EXPENSES		**$ 1,115,732.39**	**$ 1,013,092.80**
	EXCESS (OR DEFICIENCY)		**$ 67,016.71**	**$ 124,293.76**

The Bridges Public Charter School
3 Five-Year Operating Budget
Case #1

	Year 1	Year 2	Year 3	Year 4	Year 5
	Jul-04	Jul-05	Jul-06	Jul-07	Jul-08
DESCRIPTION OF REVENUES					
Per Pupil Charter Payments	$ 880,718.00	$ 924,753.90	$ 970,991.60	$ 1,019,541.17	$ 1,070,518.23
Federal Entitlements	$ 12,031.10	$ 12,632.66	$ 13,264.29	$ 13,927.50	$ 14,623.88
Grants and Donations	$ 290,000.00	$ 200,000.00	$ 200,000.00	$ 250,000.00	$ 300,000.00
Activities Fees	$ -				
Loans					
Other Income					
TOTAL REVENUES	$ 1,182,749.10	$ 1,137,386.56	$ 1,184,255.88	$ 1,283,468.68	$ 1,385,142.11
EXPENSES					
Personnel Costs	$ 587,352.31	$ 610,326.40	$ 634,219.46	$ 659,068.23	$ 684,910.96
Direct Student Costs	$ 143,539.60	$ 86,292.00	$ 90,676.60	$ 97,198.43	$ 105,426.33
Occupancy Expenses	$ 296,500.00	$ 238,400.00	$ 255,578.00	$ 273,809.46	$ 293,375.12
Office Expense	$ 36,480.00	$ 24,047.00	$ 25,294.29	$ 26,110.97	$ 25,781.14
General Expense	$ 51,860.48	$ 54,027.40	$ 56,285.97	$ 58,640.12	$ 61,093.94
TOTAL EXPENSES	$ 1,115,732.39	$ 1,013,092.80	$ 1,062,054.32	$ 1,114,827.21	$ 1,170,587.49
EXCESS (OR DEFICIENCY)	$ 67,016.71	$ 124,293.76	$ 122,201.57	$ 168,641.47	$ 214,554.62

The Bridges Public Charter School
4. Capital Budget
CASE #1

	# of Items	Unit Price	1st Year Costs	# of Items	Unit Price	2nd Year Costs
Direct Student and School Program Costs						
School Library			$ 1,000			$ 300
Adaptive equipment						
Rifton chairs	2	$ 1,000	$ 2,000		$ 1,000	
Bean bags	8	$ 40	$ 320	4	$ 40	$ 160
Therapy Balls	5	$ 20	$ 100	2	$ 20	$ 40
Trampoline	2	$ 200	$ 400	1	$ 200	
Swing	2	$ 200	$ 400		$ 200	
Augmentative communication devices	6	$ 150	$ 900		$ 150	
Computers	4	$ 1,500	$ 6,000		$ 1,500	
Printers	4	$ 229	$ 916		$ 229	
Software	4	$ 500	$ 2,000		$ 500	
Telephones	4	$ 250	$ 1,000		$ 250	
Laminator, binder & paper cutter equip.	1	$ 2,552	$ 2,552		$ 2,552	
Furniture and classroom materials per class	4	$ 8,876	$ 35,506		$ 8,876	$ 1,000
Parent Resource Center		$ 4,160				$ 1,000
Subtotal for Classroom Captial Costs			**$ 52,094**			**$ 2,500**
Office Expenses						
Computers	3	$ 1,500	$ 4,500			
Printers	2	$ 300	$ 600			
Scanner	1	$ 180	$ 180			
Software	1	$ 1,000	$ 1,000			
Telephones	3	$ 200	$ 600			
Copier	1	$ 3,000	$ 3,000			
Fax Machine	1	$ 1,000	$ 1,000			
Furniture	3	$ 1,200	$ 3,600			$ 1,200
Subtotal for Office Capital Costs			**$ 14,480**			**$ 1,200**
TOTAL EXPENSES			**$ 66,574**			**$ 3,700**

ıhe Bridges Public Charter School

2 Two-year Budget
Case #1 w/ no grants

			Year 1		Year 2	
			Jul-04		Jul-05	
Line #	**DESCRIPTION OF REVENUES**					
1	Per Pupil Charter Payments		$	880,718.00	$	924,753.90
2	Federal Entitlements		$	12,031.10	$	12,632.66
3	Grants and Donations					
4	Activities Fees		$	-		
5	Loans					
6	Other Income					
	TOTAL REVENUES		**$**	**892,749.10**	**$**	**937,386.56**
	EXPENSES					
	Personnel Salaries and Benefits					
7	Co-Director and Early Chilhood Curriculum Leader		$	52,000.00	$	54,080.00
8	Co-Director and Special Education Leader		$	52,000.00	$	54,080.00
9	Office Manager		$	28,000.00	$	29,120.00
10	Mid-Range Teachers (2)		$	80,000.00	$	83,200.00
11	New Teachers (2)		$	66,000.00	$	68,640.00
12	Teaching Assistants (4)		$	80,000.00	$	83,200.00
13	Employee Benefits		$	109,523.00	$	113,903.92
14	Staff Development		$	5,500.00	$	6,800.00
	Subtotal: Personnel Costs		**$**	**473,023.00**	**$**	**493,023.92**
	Direct Student Costs					
15	Adaptive equipment		$	1,400.00	$	400.00
16	Augmentative communication devices		$	300.00		
17	School Library		$	200.00	$	300.00
18	Computers and Materials		$	1,500.00		
19	Printers		$	229.00		
20	Software		$	500.00	$	100.00
21	Telephones		$	1,050.00	$	800.00
22	Furniture and classroom equipment		$	24,000.00	$	500.00
23	Shared Classroom materials		$	1,000.00		850
24	Classroom Supplementary Materials		$	800.00	$	840.00
25	Laminator, binder & paper cutter equip.		$	2,552.00		
26	Laminating and binding materials		$	815.00	$	815.00
27	Assessment materials		$	1,843.00	$	517.00

28	Classroom equipment maintenance		$ 500.00	$ 500.00
29	Parent Resource Center		$ 4,160.00	$ 1,000.00
30	Special Education Services		$ 64,400.00	$ 67,620.00
31	Physical Therapist Consultant		$ 9,600.00	$ 10,080.00
32	Psychologist Consultant		$ 2,700.00	$ 2,835.00
	Subtotal: Direct Student Costs		**$ 114,849.00**	**$ 84,322.00**
	Occupancy Expenses			
30	Rent		$ 140,000.00	$ 119,840.00
31	Maintenance and Repairs		$ 1,500.00	$ 3,000.00
32	Renovation/Leasehold Improvements		$ 20,000.00	
33	Utilities		$ 30,000.00	$ 32,100.00
	Subtotal: Occupancy Expenses		**$ 191,500.00**	**$ 154,940.00**
	Office Expenses			
	Office Supplies and materials		$ 1,500.00	$ 2,000.00
	Office Furnishings and equipment		$ 5,000.00	$ 600.00
	Office Equipment Rental and Maintenance		$ 1,500.00	$ 1,605.00
	Telephones/Telecommunications		$ 2,400.00	$ 1,800.00
	Legal/Accounting and Payroll Services		$ 10,000.00	$ 10,500.00
	Printing and Copying		$ 1,000.00	$ 1,000.00
	Postage and Shipping		$ 400.00	$ 428.00
	Other		$ 200.00	$ 214.00
	Subtotal: Office Expense		**$ 22,000.00**	**$ 18,147.00**
	General Expenses			
	Insurance		$ 15,520.00	$ 16,296.00
	Interest Expense			
	Transportation			
	Food Service		$ 33,413.00	$ 34,749.52
	Administration Fee		$ 5,697.48	$ 5,925.38
	Board Meetings/Development		$ -	$ -
	Subtotal: General Expense		**$ 54,630.48**	**$ 56,970.90**
	TOTAL EXPENSES		**$ 856,002.48**	**$ 807,403.82**
	EXCESS (OR DEFICIENCY)		**$ 36,746.62**	**$ 129,982.74**

Bridges Budget Case 2
Two-Year Operating Budget

Description of Case 2

58 Students total

1) Special Needs Students

Students

Typically Developing

25 Level 1 - 2 kids
Level 2 - 7 kids
Level 3 - 6 kids
Level 4 - 10 kids

33 kids

Classroom size & Staffing: 4 classes total

- 1 Non-categorical class - 10 kids, all level 4. One special education teacher and two assistants.

3 Inclusion classes - 16 kids, 5 special needs (a mix of level 1, 2 & 3) and 11 typical kids. Each of the three classrooms will be staffed by one teacher (reg., special ed., or dual certification) and one assistant. Then one special education teacher will be hired to float between the three inclusion classes to be the inclusion support person. Part-time Speech therapist, Part-time Occupational therapist.

Budget Narrative:

REVENUES

Line 1: Per Pupil Charter Payments at $1,173,860, is based on the DC FY'04 Proposed Per Pupil formula. The figure is based on 58 pre-schoolers at $7,664 per pupil, $1,981 per pupil for facilities funding; for a total of $559,410; and 23 pre-schoolers eligible for NEP/LEP funds at $2,620 per pupil for a total of $60,260. The remaining $554,190 is based on 46 pre-schoolers eligible for special education funding:

Category	# of pupils	$$/ per pupil	Total funding
Level 1	2	$3,603	$7,206
Level 2	10	$5,568	$55,680.00
Level 3	14	$9,826	$137,564.00
Level 4	20	$17,687	$353,740.00

Years 2-5 increase by 5% year to year.

Line 2: Federal entitlements are calculated based on the following estimate:

Federal Funds	# of Pupils	$$/Pupil	TOTAL
Title II, Part A	58	$162	9,400.06
Title II, Part D	58	$21	1,225.54
Title IV	42	$20	829.50
Title V, Part A	36	$16	576.00
	Federal Funds Subtotal		12,031.10

Years 2-5 increase by 5% year to year.

Line 3:Grants and donations of $290,000 are based on an estimate that Bridges will receive a pre-charter federal grant Title V, Part B for program planning and design for $110,000. Additionally, Bridges will seek another $180,000from competitive sources of private and public grants listed below:

Funding source	Funding Programs	Giving Range
Morris & Gwendolyn Cafritz Foundation	Educational Services and Schools	$10,000 to $30,000
Freddie Mac Foundation	The Early Years (Birth to 6 years)	$5,000 to $50,000
Phillip L. Graham Fund	Early Childhood Education	Under $10,000
Eugene and Agnes E. Meyers Foundation	Education and Nonprofit Sector Advancement	$5,000 to $30,000
DC Children & Youth Investment Corporation	Education	Info. Not Available
Prudential Charter School Lending	Charter school facilities	Info. Not Available
Office of Elementary and Secondary Education, Dept. of Education	Charter Schools Facilities Financing Demonstration	$2,500 to $10,000
Office of Elementary and Secondary Education, Dept. of Education	Title V, Part D , Subpart 21= Parental Assistance Centers	$200,000 to $500,000
Office of Elementary and Secondary Education, Dept. of Education	Title I, Part B Subpart 2- Early Reading First	Info. Not Available
Office of Elementary and Secondary Education, Dept. of Education	Title II, Part A, Subpart 5- Early Childhood Educator Professional Development	Info. Not Available

EXPENSES

Personnel Salaries and benefit (with a 4% annual increase on Lines 7-13)

Line 7: The annual salary of the Co-Director and Early Childhood Curriculum Leader is $55,000 excluding benefits.

Line 8: The annual salary of the Co-Director and Special Education Leader is $55,000 excluding benefits.

Line 9: The annual salary of the Office Manager is $35,000 excluding benefits.

Line 10: Three Mid-range teacher salary @$45,000 (max). Benefits not included. The Mid-Range level of experience is the equivalent of Masters in Education or 5+ years teaching experience.

Line 11: Two New teachers @$36,000 (max). Benefits not included. The New Teacher's level of experience is 1 to 4 years of teaching experience with a Bachelor's degree.

Line 12: 10 Teaching Assistants @$20,000. Benefits not included.

Line 13: Employee benefits includes social security (7% of each salary), unemployment insurance (.1% of total salaries/per staff), retirement savings (15% of each salary), health insurance ($400 max per individual/family for 12 months for each staff):

		Total	Social	Unemployment	Retirement	Health	Total	Total
# of Staff	Est.Cost	Salaries	Security	Insurance	Savings	Benefits	Benefits	Compensation
1	$55,000.00	**$55,000**	$3,850	$33.35	$8,250.00	4800	**$16,933**	**$71,933**
1	$55,000.00	**$55,000**	$3,850	$33.35	$8,250.00	4800	**$16,933**	**$71,933**
1	$30,000.00	**$30,000**	$2,100	$33.35	$4,500.00	4800	**$11,433**	**$41,433**
3	$45,000.00	**$135,000**	$9,450	$33.35	$20,250.00	4800	**$34,533**	**$169,533**
2	$36,000.00	**$72,000**	$5,040	$33.35	$10,800.00	4800	**$20,673**	**$92,673**
10	$20,000.00	**$200,000**	$14,000	$33.35	$30,000.00	4800	**$48,833**	**$248,833**
1	$52,000.00	**$52,000**	$3,640	$33.35	$7,800.00	4800	**$16,273**	**$68,273**
1	$48,000.00	**$48,000**	$3,360	$33.35	$7,200.00	4800	**$15,393**	**$63,393**
20	$1,000.00	**$20,000**					**$149,340**	**$696,340**
Subtotal for Staff Expenses (Yr.1)		**$667,000**	**$667,000**					

Line 14: Staff Development is $1000 per staff person and will remain at this amount through the 5-year period.

Line 15: Adaptive equipment will used specifically for children with special needs to help develop physical and/or sensory skill development. Only a few items will be replaced in Years 2-5, mainly bean bags and therapy balls. The remaining items are covered under a warranty for more than five years.

Adaptive equipment	# of Items	Unit Price	Tot. cost
Rifton chairs	3	$1,000.00	$3,000
Bean bags	8	$40.00	$320
Therapy Balls	5	$20.00	$100
Trampoline	2	$200.00	$400
Swing	2	$200.00	$400
	Adaptive equip.	Subtotal	$4,220

Line 16: The augmentative communication device is used to develop and improve the language ability of children with special needs focusing on speech. The figure of $1050 is for 7 devices at $150 each. These items are also covered under warranty beyond 5 years.

Line 17: This is an estimate for bookshelves and children's books to be use for the reading and lending school library.

Line 18: Five computers for each classroom at $1,500 a piece.

Line 19: Five printers for each classroom at $229 a piece.

Line 20: Classroom software including Boardmaker, Augment, Writing w Symbols, Read a Rabbit, and Picture this with licenses for each computer estimated at $500 per class for 5 classes.

Line 21: Cost of networked telephone equipment and installation at $250 per class for 4 classes. Also, includes cost of local/long distance phone service at $45 a month for 12 months in 5 classes.

Line 22: See details in Start-Up Classroom Materials Description. The cost per class is $8,867 for five classes.

Line 23: See details in Start-Up Shared Classroom Materials. The start-up cost is $2,498.18. The annual replacement cost is estimated at $842.

Line 24: Each class will be given $300 to purchase supplementary materials within school purchasing guidelines.

Line 25: The start-up costs are $1,876 for the laminator, $368 for the binder, $308 for the pare cutter.

Line 26: Annual costs for laminating and binding materials: $750 for laminating, and $65 binding.

Line 27: Assessment tools used to assess the development of typically developing children and children with special needs.

Assessment Materials	# of items	Unit Price	Tot. cost
Hawaii (25 kids w/ special needs)	1	$363.00	$363
ESI-R (for all 58 students)	1	$361.00	$361
Work Sampling (for all 58 students)	1	$538.00	$538
Brigance (for all 58 students)	1	$329.00	$329
Pre-Las (for all 58 students)	1	$252.00	$252
	Assessment Materials Subtotal		$1,843

Line 28: Classroom equipment maintenance for computers and printers and other equipment estimated at $250 per class.

Line 29: Startup costs for the Parent Resource Center. Includes also $1,000 for books and videos and other materials to educate parents about caring for children with special needs and pre-school-age children in general.

Item Description	# of Items	Unit Price	Tot. cost
Desk	2	$150.00	$300
Bookshelves	2	$100.00	$200
Tables	2	$250.00	$500
Chair	2	$80.00	$160
Folding chairs	70	$15.00	$1,050
Computers	1	$1,500.00	$1,500
Printer	1	$400.00	$400
Television	1	$400.00	$400
VCR	1	$250.00	$250
TV and VCR cart	1	$150.00	$150
		Subtotal	$4,910

Line 30: Special Education Services includes:
an evaluation for IEP development broken up by the team that conducts the IEP evaluation. The team may include a mix of professionals such as a speech therapist, occupational therapist, child and/or psychologist. We estimate that 19 kids would need the evaluation at $1,600 per child.

Line 31: The physical therapist is paid $80/hour to provide 40 hours of service to 3 children that will need physical therapy.

Line 32: The psychologist is paid to work with 19 children for 3 hours each at $100/hour.

Lines 33-36 are estimates based on discussions with Matthew Ward.

Line 33: Rent is estimated for 10,000 square feet at $18/per square foot. This also includes the 2 additional months paid upfront to start the lease. The latter money is usually held in escrow and returned after a period of good payment history.

Line 34: Maintenance repair will be low the first year since we have budgeted for 1st year improvements on the property. The following year is based on $.30 cents per square foot for annual maintenance.

Line 35: Renovations are estimated at $3 per square foot.

Line 36: Utilities are estimated at $4.25 per square foot. Number of staff increases usage.

Line 37: Office supplies annual cost estimate.

Line 38: Office Furnishings are estimated at $14,480, see table below. Office staff includes the two School Directors and the Office Administrator.

Office Setup	# of items	Unit Price	Tot. cost
Computers	3	$1,500.00	$4,500
Printers	2	$300.00	$600
Scanner	1	$180.00	$180
Software	1	$1,000.00	$1,000
Telephones	3	$200.00	$600
Copier	1	$3,000.00	$3,000
Fax Machine	1	$1,000.00	$1,000
Furniture	3	$1,200.00	$3,600
	Office Equipment	Subtotal	$14,480

Line 39: Office Equipment maintenance includes maintenance of computers, printers, and copier.

Line 40: Telephones equipment and installation is $350 each for 3 staff. Local and Long distance service is $50 per month for 12 months per office staff (3).

Line 41: The audit conducted by Walker & Co. will cost $7000. Assistance on setting up accounting procedures and systems will cost $3,000 and an average $500 month for guidance on closing books and other accounting issues.

Line 42: Estimate of $1,000 for external printing and development of materials mainly used promotional purposes.

Line 43: Postage will mostly be local.

Line 44: Other includes office subscriptions.

Line 45: Insurance estimates are based on size of school enrollment and staff, as well as student to staff ratios. Workers compensation, Educator's Liability, and Umbrella Liability are higher due to larger staff.

Insurance	
Property	$1,000
Workers Compensation (1% of total salaries w/o benefits	$5,536
General Liability	$2,000
Directors and Officer Liability	$2,500
Educators Legal Liability	$3,500
Umbrella Liability	$4,500
	$18,836

Line 46: Bridges does not currently have a loan.

Line 47: Parents will be responsible for transportation to and from the school.
Line 48: Food Service includes a daily breakfast at $1.10 per child and lunch at $2.15 per child. Top Spanish Catering provided estimates.

Line 49: Administration fee is estimated based on total expenses minus the administration fee.
Line 50: Proposed spending for quarterly board meeting refreshments, board training and development materials. This does not include Executive Committee meetings.

The Bridges Public Charter School
2. Two-year Operating Budget
CASE #2

		Year 1		Year 2
		Jul-04		Jul-05
DESCRIPTION OF REVENUES				
Per Pupil Charter Payments	$	1,173,860.00	$	1,232,553.00
Federal Entitlements	$	12,031.10	$	12,632.66
Grants and Donations	$	310,000.00	$	200,000.00
Activities Fees	$	-		
Loans				
Other Income				
TOTAL REVENUES	**$**	**1,495,891.10**	**$**	**1,445,185.66**
EXPENSES				
Personnel Salaries and Benefits				
Co-Director and Early Chilhood Curriculum Leader	$	55,000.00	$	57,200.00
Co-Director and Special Education Leader	$	55,000.00	$	57,200.00
Office Manager	$	30,000.00	$	31,200.00
Mid-Range Teachers (3)	$	135,000.00	$	140,400.00
New Teachers (2)	$	72,000.00	$	74,880.00
Teaching Assistants (10)	$	200,000.00	$	208,000.00
Speech Therapist	$	52,000.00	$	54,080.00
Ocuppational Threapist (OT)	$	48,000.00	$	49,920.00
Employee Benefits	$	149,340.10	$	155,313.70
Staff Development	$	20,000.00	$	20,000.00
Subtotal: Personnel Costs	**$**	**848,006.80**	**$**	**848,193.70**
Direct Student Costs				
Adaptive equipment	$	4,220.00	$	200.00
Augmentative communication devices	$	1,050.00		
School Library	$	1,500.00	$	300.00
Computers and Materials	$	7,500.00		
Printers	$	1,145.00		
Software	$	2,500.00	$	200.00
Telephones	$	3,975.00	$	1,500.00
Furniture and classroom equipment	$	44,382.00	$	1,000.00
Shared Classroom materials	$	2,498.00	$	842.00
Classroom Supplementary Materials	$	1,500.00	$	1,650.00

Laminator, binder & paper cutter equip.	$	2,552.00		
Laminating and binding materials	$	815.00	$	855.75
Assessment materials	$	1,843.00	$	517.00
Classroom equipment maintenance	$	1,250.00	$	1,312.50
Parent Resource Center	$	4,160.00	$	1,000.00
Special Education Services	$	30,400.00	$	31,920.00
Physical Therapist Consultant	$	19,200.00	$	20,160.00
Psychologist Consultant	$	5,700.00	$	5,985.00
Subtotal: Direct Student Costs	**$**	**136,190.00**	**$**	**67,442.25**
Occupancy Expenses				
Rent	$	225,000.00	$	192,600.00
Maintenance and Repairs	$	3,000.00	$	3,000.00
Renovation/Leasehold Improvements	$	30,000.00		
Utilities	$	42,500.00	$	45,475.00
Subtotal: Occupancy Expenses	**$**	**300,500.00**	**$**	**241,075.00**
Office Expenses				
Office Supplies and materials	$	1,500.00	$	2,000.00
Office Furnishings and equipment	$	21,830.00	$	1,200.00
Office Equipment Rental and Maintenance	$	2,000.00	$	2,140.00
Telephones/Telecommunications	$	4,750.00	$	3,000.00
Legal/Accounting and Payroll Services	$	15,000.00	$	15,750.00
Printing and Copying	$	1,000.00	$	1,050.00
Postage and Shipping	$	500.00	$	535.00
Other	$	300.00	$	321.00
Subtotal: Office Expense	**$**	**46,880.00**	**$**	**25,996.00**
General Expenses				
Insurance	$	18,836.00	$	19,777.80
Interest Expense				
Transportation				
Food Service	$	33,413.00	$	34,749.52
Administration Fee	$	7,169.98	$	7,456.78
Board Meetings/Development	$	1,750.00	$	1,802.50
Subtotal: General Expense	**$**	**61,168.98**	**$**	**44,008.80**
TOTAL EXPENSES	$	1,392,745.78	$	1,226,715.75
EXCESS (OR DEFICIENCY)	**$**	**103,145.32**	**$**	**218,469.90**

The Bridges Public Charter School
3. FiveYear Budget Projections
CASE #2

	Year 1	Year 2	Year 3	Year 4	Year 5
	Jul-04	Jul-05	Jul-06	Jul-07	Jul-08
DESCRIPTION OF REVENUES					
Per Pupil Charter Payments	$ 1,173,860.00	$ 1,232,553.00	$ 1,294,180.65	$ 1,358,889.68	$ 1,426,834.17
Federal Entitlements	$ 12,031.10	$ 12,632.66	$ 13,264.29	$ 13,927.50	$ 14,623.88
Grants and Donations	$ 310,000.00	$ 200,000.00	$ 200,000.00	$ 250,000.00	$ 300,000.00
Activities Fees	$ -				
Loans					
Other Income					
TOTAL REVENUES	**$ 1,495,891.10**	**$ 1,445,185.66**	**$ 1,507,444.94**	**$ 1,622,817.18**	**$ 1,741,458.04**
EXPENSES					
Personnel Costs	**$ 848,006.80**	**$ 848,193.70**	**$ 881,321.45**	**$ 915,774.31**	**$ 951,605.28**
Direct Student Costs	**$ 136,190.00**	**$ 67,442.25**	**$ 65,072.61**	**$ 71,323.70**	**$ 77,084.47**
Occupancy Expenses	**$ 300,500.00**	**$ 241,075.00**	**$ 258,440.25**	**$ 276,872.07**	**$ 296,652.11**
Office Expense	**$ 46,880.00**	**$ 25,996.00**	**$ 27,355.72**	**$ 28,291.50**	**$ 28,087.85**
General Expense	**$ 61,168.98**	**$ 44,008.80**	**$ 66,517.82**	**$ 69,367.63**	**$ 72,341.26**
TOTAL EXPENSES	$ 1,392,745.78	$ 1,226,715.75	$ 1,298,707.85	$ 1,361,629.20	$ 1,425,770.98
EXCESS (OR DEFICIENCY)	**$ 103,145.32**	**$ 218,469.90**	**$ 208,737.09**	**$ 261,187.98**	**$ 315,687.07**

The Bridges Public Charter School
4. Capital Budget
CASE #2

	# of Items	Unit Price	1st Year Costs	# of Items	Unit Price	2nd Year Costs
Direct Student and School Program Costs						
School Library		$ 1,500	$ 1,500			$ 300
Adaptive equipment						
Rifton chairs	3	$ 1,000	$ 3,000		$ 1,000	
Bean bags	8	$ 40	$ 320	4	$ 40	$ 160
Therapy Balls	5	$ 20		2	$ 20	$ 40
Trampoline	2	$ 200	$ 400		$ 200	$ 200
Swing	2	$ 200	$ 400		$ 200	
Augmentative communication devices	7	$ 150	$ 1,050		$ 150	
Computers	5	$ 1,500	$ 7,500		$ 1,500	
Printers	5	$ 229	$ 1,145		$ 229	
Software	5	$ 500	$ 2,500		$ 500	
Telephones	5	$ 250	$ 1,250		$ 250	
Laminator, binder & paper cutter equip.	1	$ 2,552	$ 2,552		$ 2,552	
Furniture and classroom materials per class	5	$ 8,876	$ 44,382			$ 1,000
Parent Resource center	1	$ 4,160	$ 4,160			$ 1,000
Subtotal for Classroom Captial Costs			**$ 70,159**			**$ 2,700**
Office Expenses						
Computers	5	$ 1,500	$ 7,500			
Printers	3	$ 300	$ 900			
Scanner	1	$ 180	$ 180			
Software	1	$ 1,500	$ 1,500			
Telephones	5	$ 350	$ 1,750			
Copier	1	$ 4,000	$ 4,000			
Fax Machine	1	$ 1,000	$ 1,000			
Furniture	5	$ 1,000	$ 5,000			$ 1,500
Subtotal for Office Capital Costs			**$ 21,830**			**$ 1,500**

TOTAL EXPENSES			**$ 91,989**			**$ 4,200**

Bridges Budget Case 3
Two-Year Operating Budget

Description of Case 3

3) Special Needs Students — Typically Developing

Students

58 Level 1 - 0 kids — 0 kids
Level 2 - 13 kids
Level 3 - 16 kids
Level 4 - 29 kids

Classroom size & Staffing: 6 classes total, 6 teachers, and 12 teaching assistants

- 2 Non-categorical classes - 10 kids, all level 4. One special education teacher and two assistants.
- 1 Non-categorical classes - 9 kids, all level 4. One special education teacher and two assistants.
- 3 Non-categorical classes - 10 kids, a mix of level 2 & 3. One special education teacher and two assistants
- Add full time Speech therapist and Occupational therapist. Psychologist needed Part-time.

(consider full-time social worker not to be added to budget)

Budget Narrative:

REVENUES

Line 1: Per Pupil Charter Payments at $1,173,860, is based on the DC FY'04 Proposed Per Pupil formula. The figure is based on 58 pre-schoolers at $7,664 per pupil, $1,981 per pupil for facilities funding; for a total of $559,410; and 23 pre-schoolers eligible for NEP/LEP funds at $2,620 per pupil for a total of $60,260. The remaining $554,190 is based on 46 pre-schoolers eligible for special education funding:

Category	# of pupils	$$/ per pupil	Total funding
Level 1	0		
Level 2	13	$5,568	72,384.00
Level 3	16	$9,826	157,216.00
Level 4	29	$17,687	512,923.00

Years 2-5 increase by 5% year to year.

Line 2: Federal entitlements are calculated based on the following estimate:

Federal Funds	# of Pupils	$$/Pupil	TOTAL
Title II, Part A	58	$162	9,400.06
Title II, Part D	58	$21	1,225.54
Title IV	42	$20	829.50
Title V, Part A	36	$16	576.00
	Federal Funds Subtotal		12,031.10

Years 2-5 increase by 5% year to year.

Line 3:Grants and donations of $290,000 are based on an estimate that Bridges will receive a pre-charter federal grant Title V, Part B for program planning and design for $110,000. Additionally, Bridges will seek another $180,000from competitive sources of private and public grants listed below:

Funding source	Funding Programs	Giving Range
Morris & Gwendolyn Cafritz Foundation	Educational Services and Schools	$10,000 to $30,000
Freddie Mac Foundation	The Early Years (Birth to 6 years)	$5,000 to $50,000
Phillip L. Graham Fund	Early Childhood Education	Under $10,000
Eugene and Agnes E. Meyers Foundation	Education and Nonprofit Sector Advancement	$5,000 to $30,000
DC Children & Youth Investment Corporation	Education	Info. Not Available
Prudential Charter School Lending	Charter school facilities	Info. Not Available
Office of Elementary and Secondary Education, Dept. of Education	Charter Schools Facilities Financing Demonstration	$2,500 to $10,000
Office of Elementary and Secondary Education, Dept. of Education	Title V, Part D , Subpart 21= Parental Assistance Centers	$200,000 to $500,000
Office of Elementary and Secondary Education, Dept. of Education	Title I, Part B Subpart 2- Early Reading First	Info. Not Available
Office of Elementary and Secondary Education, Dept. of Education	Title II, Part A, Subpart 5- Early Childhood Educator Professional Development	Info. Not Available

EXPENSES

Personnel Salaries and benefit (with a 4% annual increase on Lines 7-13)

Line 7: The annual salary of the Co-Director and Early Childhood Curriculum Leader is $55,000 excluding benefits.

Line 8: The annual salary of the Co-Director and Special Education Leader is $55,000 excluding benefits.

Line 9: The annual salary of the Office Manager is $35,000 excluding benefits.

Line 10: Three Mid-range teacher salary @$45,000 (max). Benefits not included. The Mid-Range level of experience is the equivalent of Masters in Education or 5+ years teaching experience.

Line 11: Two New teachers @$36,000 (max). Benefits not included. The New Teacher's level of experience is 1 to 4 years of teaching experience with a Bachelor's degree.

Line 12: 10 Teaching Assistants @$20,000. Benefits not included.

Line 13: Employee benefits includes social security (7% of each salary), unemployment insurance (.1% of total salaries/per staff), retirement savings (15% of each salary), health insurance ($400 max per individual/family for 12 months for each staff):

			Social	**Unemployment**	**Retirement**	**Health**	**Total**	**Total**
# of Staff	**Est.Cost**	**Total Cost**	**Security**	**Insurance**	**Savings**	**Benefits**	**Benefits**	**Compensation**
1	$55,000.00	**$55,000**	$3,850	$32.83	$8,250.00	4800	**$16,933**	**$71,933**
1	$55,000.00	**$55,000**	$3,850	$32.83	$8,250.00	4800	**$16,933**	**$46,933**
1	$30,000.00	**$30,000**	$2,100	$32.83	$4,500.00	4800	**$11,433**	**$191,433**
4	$45,000.00	**$180,000**	$12,600	$32.83	$27,000.00	4800	**$44,433**	**$116,433**
2	$36,000.00	**$72,000**	$5,040	$32.83	$10,800.00	4800	**$20,673**	**$260,673**
12	$20,000.00	**$240,000**	$16,800	$32.83	$36,000.00	4800	**$57,633**	**$109,633**
1	$52,000.00	**$52,000**	$3,640	$32.83	$7,800.00	4800	**$16,273**	**$64,273**
1	$48,000.00	**$48,000**	$3,360	$32.83	$7,200.00	4800	**$15,393**	**$38,393**
23	$1,000.00	**$23,000**					**$168,037**	**$797,037**
Subtotal for Staff Expenses (Yr.1)		$755,000						

Line 14: Staff Development is $1000 per staff person and will remain at this amount through the 5-year period.

Line 15: Adaptive equipment will used specifically for children with special needs to help develop physical and/or sensory skill development. Only a few items will be replaced in Years 2-5, mainly bean bags and therapy balls. The remaining items are covered under a warranty for more than five years.

Adaptive equipment	# of items	Unit Price	Tot. cost
Rifton chairs	4	$1,000.00	$4,000
Bean bags	8	$40.00	$320
Therapy Balls	6	$20.00	$120
Trampoline	2	$200.00	$400
Swing	2	$200.00	$400
	Adaptive equip.	Subtotal	$5,240

Line 16: The augmentative communication device is used to develop and improve the language ability of children with special needs focusing on speech. The figure of $1050 is for 7 devices at $150 each. These items are also covered under warranty beyond 5 years.

Line 17: This is an estimate for bookshelves and children's books to be use for the reading and lending school library.

Line 18: Five computers for each classroom at $1,500 a piece.

Line 19: Five printers for each classroom at $229 a piece.

Line 20: Classroom software including Boardmaker, Augment, Writing w Symbols, Read a Rabbit, and Picture this with licenses for each computer estimated at $500 per class for 5 classes.

Line 21: Cost of networked telephone equipment and installation at $250 per class for 4 classes. Also, includes cost of local/long distance phone service at $45 a month for 12 months in 4 classes.

Line 22: See details in Start-Up Classroom Materials Description. The cost per class is $8,867 for four classes.

Line 23: See details in Start-Up Shared Classroom Materials. The start-up cost is $2,498.18. The annual replacement cost is estimated at $842.

Line 24: Each class will be given $300 to purchase supplementary materials within school purchasing guidelines.

Line 25: The start-up costs are $1,876 for the laminator, $368 for the binder, $308 for the pare cutter.

Line 26: Annual costs for laminating and binding materials: $750 for laminating, and $65 binding.

Line 27: Assessment tools used to assess the development of typically developing children and children with special needs.

Line 28: Classroom equipment maintenance for computers and printers and other equipment estimated at $250 per class.

Line 29: Startup costs for the Parent Resource Center. Includes also $1,000 for books and videos and other materials to educate parents about caring for children with special needs and pre-school-age children in general.

Item Description	# of Items	Unit Price	Tot. cost
Desk	2	$150.00	$300
Bookshelves	2	$100.00	$200
Tables	2	$250.00	$500
Chair	2	$80.00	$160
Folding chairs	70	$15.00	$1,050
Computers	1	$1,500.00	$1,500
Printer	1	$400.00	$400
Television	1	$400.00	$400
VCR	1	$250.00	$250
TV and VCR cart	1	$150.00	$150
		Subtotal	$4,910

Line 30: Special Education Services includes:
an evaluation for IEP development broken up by the team that conducts the IEP evaluation. The team may include a mix of professionals such as a speech therapist, occupational therapist, child and/or psychologist. We estimate that 23 kids would need the evaluation at $1,600 per case.

Line 31: The physical therapist is paid $80/hour to provide 40 hours of service to 3 children that will need physical therapy.

Line 32: The psychologist is paid to work with 23 children for 3 hours each at $100/hour.

Lines 33-36 are estimates based on discussions with Matthew Ward.

Line 33: Rent is estimated for 10,000 square feet at $18/per square foot. This also includes the 2 additional months paid upfront to start the lease. The latter money is usually held in escrow and returned after a period of good payment history.

Line 34: Maintenance repair will be low the first year since we have budgeted for 1st year improvements on the property. The following year is based on $.30 cents per square foot for annual maintenance.

Line 35: Renovations are estimated at $3 per square foot.

Line 36: Utilities are estimated at $4.50 per square foot. Number of staff increases usage.

Line 37: Office supplies annual cost estimate.

Line 38: Office Furnishings are estimated at $14,480, see table below. Office staff includes the two School Directors and the Office Administrator.

Office Setup	# of items	Unit Price	Tot. cost
Computers	3	$1,500.00	$4,500
Printers	2	$300.00	$600
Scanner	1	$180.00	$180
Software	1	$1,000.00	$1,000
Telephones	3	$200.00	$600
Copier	1	$3,000.00	$3,000
Fax Machine	1	$1,000.00	$1,000
Furniture	3	$1,200.00	$3,600
	Office Equipment	Subtotal	$14,480

Line 39: Office Equipment maintenance includes maintenance of computers, printers, and copier.

Line 40: Telephones equipment and installation is $350 each for 3 staff. Local and Long distance service is $50 per month for 12 months per office staff (3).

Line 41: The audit conducted by Walker & Co. will cost $7000. Assistance on setting up accounting procedures and systems will cost $3,000 and an average $500 month for guidance on closing books and other accounting issues.

Line 42: Estimate of $1,000 for external printing and development of materials mainly used promotional purposes.

Line 43: Postage will mostly be local.

Line 44: Other includes office subscriptions.

Line 45: Insurance estimates are based on size of school enrollment and staff, as well as student to staff ratios. Workers compensation, Educator's Liability, and Umbrella Liability are higher due to larger staff.

Insurance	
Property	$1,000
Workers Compensation (1% of total salaries w/o benefits	$6,376
General Liability	$2,500
Directors and Officer Liability	$2,500
Educators Legal Liability	$4,000
Umbrella Liability	$4,500
	$20,876

Line 46: Bridges does not currently have a loan.

Line 47: Parents will be responsible for transportation to and from the school.
Line 48: Food Service includes a daily breakfast at $1.10 per child and lunch at $2.15 per child. Top Spanish Catering provided estimates.

Line 49: Administration fee is estimated based on total expenses minus the administration fee.
Line 50: Proposed spending for quarterly board meeting refreshments, board training and development materials. This does not include Executive Committee meetings.

The Bridges Public Charter School
2. Two Year Operating Budget
CASE #3

			Year 1	Year 2
			Jul-04	Jul-05
Line #	DESCRIPTION OF REVENUES			
1	Per Pupil Charter Payments		$ 1,362,193.00	$ 1,430,302.65
2	Federal Entitlements		$ 12,031.10	$ 12,632.66
3	Grants and Donations		$ 290,000.00	$ 200,000.00
4	Activities Fees		$ -	
5	Loans			
6	Other Income			
	TOTAL REVENUES		**$ 1,664,224.10**	**$ 1,642,935.31**
	EXPENSES			
	Personnel Salaries and Benefits			
7	Co-Director and Early Chilhood Curriculum Leader		$ 55,000.00	$ 57,200.00
8	Co-Director and Special Education Leader		$ 55,000.00	$ 57,200.00
9	Office Manager		$ 30,000.00	$ 31,200.00
10	Mid-Range Teachers (4)		$ 180,000.00	$ 187,200.00
11	New Teachers (2)		$ 72,000.00	$ 74,880.00
12	Teaching Assistants (12)		$ 240,000.00	$ 249,600.00
13	Speech Therapist		$ 52,000.00	$ 54,080.00
14	Ocuppational Threapist (OT)		$ 48,000.00	$ 49,920.00
15	Employee Benefits		$ 168,036.96	$ 174,758.43
16	Staff Development		$ 23,000.00	$ 23,000.00
	Subtotal: Personnel Costs		**$ 923,036.96**	**$ 959,038.43**
	Direct Student Costs			
17	Adaptive equipment		$ 5,240.00	$ 240.00
18	Augmentative communication devices		$ 1,500.00	
19	School Library		$ 1,000.00	$ 300.00
20	Computers and Materials		$ 9,000.00	
21	Printers		$ 1,374.00	
22	Software		$ 3,000.00	$ 200.00
23	Telephones		$ 4,390.00	$ 1,800.00
24	Furniture and classroom materials		$ 53,258.40	$ 1,500.00
	Shared Classroom materials		$ 2,498.18	$ 842.00
25	Classroom Supplementary Materials		$ 1,800.00	$ 1,980.00

26	Laminator, binder & paper cutter equip.		$ 2,552.00	
	Laminating and binding materials		$ 815.00	$ 855.75
27	Assessment materials		$ 1,843.00	$ 517.00
28	Classroom equipment maintenance		$ 1,500.00	$ 1,575.00
29	Parent Resource Center		$ 4,160.00	$ 1,000.00
30	Special Education Services		$ 36,800.00	$ 38,640.00
31	Psychologist Consultant		$ 25,000.00	$ 26,250.00
32	**Subtotal: Direct Student Costs**		**$ 155,730.58**	**$ 75,699.75**
33				
34	**Occupancy Expenses**			
35	Rent		$ 225,000.00	$ 192,600.00
36	Maintenance and Repairs		$ 1,500.00	$ 3,000.00
37	Renovation/Leasehold Improvements		$ 30,000.00	
38	Utilities		$ 45,000.00	$ 48,150.00
	Subtotal: Occupancy Expenses		**$ 301,500.00**	**$ 243,750.00**
	Office Expenses			
39	Office Supplies and materials		$ 1,500.00	$ 2,000.00
40	Office Furnishings and equipment		$ 21,080.00	$ 1,200.00
41	Office Equipment Rental and Maintenance		$ 1,500.00	$ 1,605.00
42	Telephones/Telecommunications		$ 4,000.00	$ 3,000.00
43	Legal/Accounting and Payroll Services		$ 15,000.00	$ 15,750.00
44	Printing and Copying		$ 1,000.00	$ 1,050.00
45	Postage and Shipping		$ 500.00	$ 535.00
46	Other		$ 300.00	$ 321.00
	Subtotal: Office Expense		**$ 44,880.00**	**$ 25,461.00**
	General Expenses			
47	Insurance		$ 14,500.00	$ 15,225.00
48	Interest Expense			
49	Transportation			
50	Food Service		$ 33,930.00	$ 35,287.20
51	Administration Fee		$ 5,697.48	$ 5,925.38
52	Board Meetings/Development		$ 1,750.00	$ 1,802.50
	Subtotal: General Expense		**$ 55,877.48**	**$ 58,240.08**
	TOTAL EXPENSES		$ 1,481,025.02	$ 1,362,189.26
	EXCESS (OR DEFICIENCY)		**$ 183,199.08**	**$ 280,746.04**

The Bridges Public Charter School

3. Five Year Projections Budget

CASE #3

		Year 1	Year 2	Year 3	Year 4	Year 5
		Jul-04	Jul-05	Jul-06	Jul-07	Jul-08
DESCRIPTION OF REVENUES						
Per Pupil Charter Payments		$ 1,362,193.00	$ 1,430,302.65	$ 1,501,817.78	$ 1,576,908.67	$ 1,655,754.11
Federal Entitlements		$ 12,031.10	$ 12,632.66	$ 13,264.29	$ 13,927.50	$ 14,623.88
Grants and Donations		$ 290,000.00	$ 200,000.00	$ 200,000.00	$ 250,000.00	$ 300,000.00
Activities Fees		$ -				
Loans						
Other Income						
TOTAL REVENUES		**$ 1,664,224.10**	**$ 1,642,935.31**	**$ 1,715,082.07**	**$ 1,840,836.17**	**$ 1,970,377.98**
EXPENSES						
Personnel Costs		**$ 923,036.96**	**$ 959,038.43**	**$ 996,479.97**	**$ 1,035,419.17**	**$ 1,075,915.94**
Direct Student Costs		**$ 155,730.58**	**$ 75,699.75**	**$ 80,028.74**	**$ 86,682.07**	**$ 92,386.57**
Occupancy Expenses		**$ 301,500.00**	**$ 243,750.00**	**$ 261,302.50**	**$ 279,934.68**	**$ 299,929.10**
Office Expense		**$ 44,880.00**	**$ 25,461.00**	**$ 24,723.27**	**$ 28,150.97**	**$ 32,878.05**
General Expense		**$ 55,877.48**	**$ 58,240.08**	**$ 60,703.91**	**$ 63,273.36**	**$ 65,953.03**
TOTAL EXPENSES		$ 1,481,025.02	$ 1,362,189.26	$ 1,423,238.39	$ 1,493,460.25	$ 1,567,062.69
EXCESS (OR DEFICIENCY)		**$ 183,199.08**	**$ 280,746.04**	**$ 291,843.68**	**$ 347,375.92**	**$ 403,315.30**

The Bridges Public Charter School
4. Capital Budget
CASE #3

		# of Items	Unit Price	1st Year Costs	# of Items	Unit Price	2nd Year Costs
Direct Student and School Program Costs							
School Library				$ 1,000			$ 300
Adaptive equipment							
Rifton chairs		4	$ 1,000	$ 4,000		$ 1,000	
Bean bags		8	$ 40	$ 320	4	$ 40	$ 160
Therapy Balls		6	$ 20	$ 120	4	$ 20	$ 80
Trampoline		2	$ 200	$ 400		$ 200	
Swing		2	$ 200	$ 400		$ 200	
Augmentative communication devices		10	$ 150	$ 1,500		$ 150	
Computers		6	$ 1,500	$ 9,000		$ 1,500	
Printers		6	$ 229	$ 1,374		$ 229	
Software		6	$ 500	$ 3,000		$ 500	
Telephones		6	$ 250	$ 1,500		$ 250	
Laminator, binder & paper cutter equip.		1	$ 2,552	$ 2,552		$ 2,552	
Furniture and classroom materials	per class	6	$ 8,876	$ 53,258		$ 8,876	$ 1,500
Parent Resource Center			$ 4,160			$ 1,000	$ 1,000
Subtotal for Classroom Captial Costs				**$ 77,424**			**$ 3,040**
Office Expenses							
Computers		3	$ 1,500	$ 4,500			
Printers		2	$ 300	$ 600			
Scanner		1	$ 180	$ 180			
Software		1	$ 1,000	$ 1,000			
Telephones		3	$ 200	$ 600			

Start-Up Classroom Materials Description	Lakeshore pg.	Learning Stock no.	Materials	Quantity	Price	Total
Rainbow 30"x60" rectangular table blue - seats 8 people 10 yr. warranty	pg. 50	CN3060	Furniture	8	149	1192
Rainbow 42" round table yellow - seats 4 10 yr. warranty	pg. 50	CN42		4	149	596
Rainbow 36"x72" group table red - seats 5 10 yr. warranty	pg. 50	CN3672		4	199	796
Classroom stacking chairs (20 per class) Red - 11 1/2" 10 yr. warranty	pg. 39	CN812		80	23.5	1880
Heavy-Duty storage unit 15 1/2"x46 1/2"x30 1/4" high 10 yr. Warranty	pg. 28	DG312		8	269	2152
Heavy-Duty storage unit 15 1/2"x46 1/2"x36 1/2" high 10 yr. warranty	pg. 28	DG313		4	329	1316
Heavy-Duty cubbies & shelves 15"x30"x46" wide 10 yr. Warranty	pg. 30	DG426		4	319	1276
Best-Buy classroom carpet Blue - rectangular 9'x12'	pg. 27	LC380		4	249	996
Rainbow 24"x48" rectangular table blue - seats 6 people 10 yr. warranty	pg. 50	CN2448		8	129	1032
Help-Yourself bookstand 12"x30"x36" 10 yr. Warranty	pg. 44	LCW136		8	139	1112
indestructable rest mats 2 mats per student (58x2=116) 5 yr. warranty	pg. 52	PM15	Nap Time	116	29.5	3422
Coat Lockers - 5 unit 11 1/2"x54"x48" high 10 yr. Warranty	pg. 42	WB112		8	349	2792
Clear-View bins set of 20	pg. 29	LM103		4	119	476
Giant Clear-View water play table water table for each class	pg. 100	LA719	Sensory Play	4	99.5	398
Top for water play table	pg. 100	LA19		4	29.5	118

Preschool sand & water table with top	pg. 100	MK102		4	189	756
sand table for each class						
Heavy-Duty sand tools set	pg. 101	TT447		4	39.95	159.8
Multicultural clothing set			Dramatic Play			
Ghanaian dashiki & kuka	pg. 15	LC335		4	24.5	98
Vietnamese Ao Dai	pg. 15	LC338		4	21.5	86
Easy-Clean career hat collection	pg. 14	AA124		4	49.95	199.8
Doctor's office set	pg. 17	DR871		4	16.95	67.8
Butcher-Block table and chair set	pg. 20	HD865		4	179	716
table & 2 chairs						
Extra butcher-block chairs	pg. 20	HD885		8	49.5	396
Feels real baby dolls						
Hispanic doll - 17"	pg. 9	LA306		4	39.5	158
White doll - 17"	pg. 9	LA285		4	39.5	158
Black doll - 17"	pg. 9	LA300		4	39.5	158
Asian doll - 17"	pg. 9	LA275		4	39.5	158
Lakeshore hardwood kitchen set	pg. 19	WB800X		4	595	2380
stove, sink, frig and hutch						
Indestructable pots & pans set	pg.18	TQ360		4	19.95	79.8
Indestructable dishes set	pg. 18	LDA178		4	12.95	51.8
Indestructable pots & pans set	pg. 18	TQ360		4	19.95	79.8
Best-Buy paly food assortment	pg. 19	LM365		4	29.95	119.8
Mexican food set	pg. 20	LA205		4	14.95	59.8
See-Me safety mirror	pg. 57	WB338		4	99.5	398

Builder block set storage cabinet 12"x25"x37 1/4"	pg. 3	LA202	Block Play	4	250	1000
Hardwood unit blocks - builder set	pg. 2	B250B		4	440	1760
Block play traffic signs	pg. 3	RJ10		4	24.95	99.8
Indesrtuctable block play fleet trucks, cars, boats and planes (30 pieces)	pg. 4	VG918		4	39.5	158
Lakeshore giant zoo animals	pg. 13	TT287		4	19.95	79.8
Lakeshore giant farm animals	pg. 13	TT286		4	19.95	79.8
15-Player rhythm set musical instruments	pg. 70	LC1415	Music	4	69.5	278
Lakeshore no-spill paint cups 10 color set	pg. 80	LA820X	Arts & Crafts	4	11.95	47.8
Heavy-Duty beginner's brushes 10 color set	pg. 82	LC1340X		8	11.95	95.6
Adjustable vinyl paint aprons - Red 8 per classroom (4x4=16)	pg. 78	LC2915		16	4.95	79.2
Adjustable vinyl paint aprons - Yellow 8 per classroom (4x4=16)	pg. 78	LC65		16	4.95	79.2
Indoor/Outdoor Easle	pg. 79	LM205		4	109	436
Painting bowls - 10 color set	pg. 81	AB451		4	5.95	23.8
Best-Buy Liguid Tempera - 1 gallon jugs						
Red	pg. 80	PX128RD		4	10.9	43.6
Yellow	pg. 80	PX128YE		4	10.9	43.6
Blue	pg. 80	PX128BU		4	10.9	43.6
Green	pg. 80	PX128GR		4	10.9	43.6
Black	pg. 80	PX128BK		4	10.9	43.6
Brown	pg. 80	PX128BR		4	10.9	43.6
White	pg. 80	PX128WT		4	10.9	43.6

Paint Pumps 7 per class (7x4=28)	pg. 80	LC195		28	2.9	81.2
Washable finger paint 10 1-pint bottles	pg.81	AA342		4	29	116
Paper						
Newsprint easel paper	pg. 78	TA9		4	13.9	55.6
Fingerpaint paper - 16"x22"	pg. 87	TA5316		4	6.4	25.6
White drawing paper - 9"x12"	pg. 87	TA4409		4	7.9	31.6
Manila drawing paper - 9"x12"	pg. 87	TA109		4	6.9	27.6
Fiskars classroom scissors - dozen	pg. 91	FB797		4	27.5	110
Fiskars teacher scissors	pg.91	FB123		4	9.5	38
School glue - gallon	pg. 92	RS265		4	9.9	39.6
School glue - 4 oz. 6 per class (6x4=24)	pg.92	RS4		24	0.75	18
Alphabet giant stampers - uppercase	pg. 85	LM594		4	25.95	103.8
Giant number stampers	pg. 85	TT766		4	9.95	39.8
Classroom clay & dough designer kit	pg. 97	RR388		4	29.95	119.8
Lakeshore dough assortment pack	pg. 97	RR725X		4	49.5	198
Classroom classic collection 30 hardcover picture books	pg. 60	RA350X	Literacy	4	429	1716
All-Purpuse teaching easel	pg. 56	LM510		4	179	716
Building language photo library Spanish/English	pg. 148	AA238		4	49.5	198
Magnetic letters 26 uppercase & 64 lowercase letters	pg. 188	RR639		4	14.95	59.8

Magnetic write & wipe lapboard	pg. 188	RR621		4	6.95	27.8
1" Color cubes	pg. 190	RA838	Manipulatives	4	16.95	67.8
Math links	pg. 190	RA683		4	14.95	59.8
Peg number boards	pg. 197	TT625		4	29.95	119.8
Size & color teddy counters	pg. 198	LC1657		4	19.95	79.8
Best-Buy geoboards pack of 6	pg. 201	DA751		4	19.95	79.8
Indestructable giant beads & patterns	pg. 131	FD117		4	26.95	107.8
Starbuilders	pg. 133	TT122		4	29.95	119.8
Snap & Play blocks	pg. 135	LK523		4	39.95	159.8
Bristle Builders - class set	pg. 135	BT751		4	32.95	131.8
Duplo classroom set	pg. 138	LG9064		4	68	272
Large storage bin with lid	pg. 138	LG900		4	14.95	59.8
Double puzzle rack	pg. 141	AA981		4	24.95	99.8
Have a ball magnet set	pg. 208	LC1235	Science	4	16.95	67.8
					Total:	35504.4

Set-up cost per classroom $8,876.10 x 4 = $35,504.40

Start-Up Shared Classroom Materials Lakeshore Learning Materials

Description	pg.	Stock no.		Quantity	Price	Total
Rainbow Parachute - 6'	pg. 106	LC4205	Gross motor	1	19.95	19.95
Lakeshore active play kit	pg. 107	AA508		1	129	129
Lakeshore heavy-duty play tunnel	pg. 108	LA245		1	39.5	39.5
Big mouth puppet pals set	pg. 6	RR580X	Dramatic play	1	29.95	29.95
Let's go shopping food baskets complete set	pg. 20	RR390X		1	75	75
Lakeshore block play people set Hispanic, White, Black, Asian & Native American	pg. 4	AA200X	Block play	1	79.5	79.5
Hardwood construction vehicle set	pg. 3	RR638		1	29.95	29.95
Best of Ella Jenkins CD library	pg. 73	FR700X	Music	1	79	79
Lakeshore listening center 8 headphones, station box & carrying caddy	pg. 76	LC4250X		1	149.5	149.5
Construction paper - 9"x12" 50sheets			Arts & Crafts			
Black	pg. 86	TA50		8	0.99	7.92
White	pg. 86	TA50		8	0.99	7.92
Brown	pg. 86	TA50		8	0.99	7.92
Violet	pg. 86	TA50		8	0.99	7.92
Red	pg. 86	TA50		8	0.99	7.92
Orange	pg. 86	TA50		8	0.99	7.92
Yellow	pg. 86	TA50		8	0.99	7.92
Medium Green	pg. 86	TA50		8	0.99	7.92
Blue	pg. 86	TA50		8	0.99	7.92

Construction paper - 12"x18" 50sheets					
Black	pg. 86	TA51	8	1.9	15.2
Violet	pg. 86	TA51	8	1.9	15.2
Holiday Red	pg. 86	TA51	8	1.9	15.2
Yellow	pg. 86	TA51	8	1.9	15.2
Dark Green	pg. 86	TA51	8	1.9	15.2
Dark Blue	pg. 86	TA51	8	1.9	15.2
Red baseline ruled newsprint	pg. 86	TA2610	2	3.9	7.8
kindergarten - 500 sheets					
Art tissue paper	pg. 86	KW5851	2	7.95	15.9
20"x30" 100 sheets					
White tagboard	pg. 87	TD271	2	3.9	7.8
9"x12" 100 sheets					
White drawing paper					
12"x18" 500 sheets	pg. 87	TA4412	1	14.9	14.9
Butcher paper floor rack	pg. 87	BM369	1	189	189
holds 4 36" wide rolls					
Craft butcher paper roll	pg. 87	LX9950	1	36.5	36.5
White butcher paper roll	pg. 87	LX9990	1	46.5	46.5
Colored butcher paper roll - blue, 1000ft.	pg. 87	LX9991	1	52.5	52.5
Colored butcher paper roll - red, 1000ft.	pg. 87	LX9991	1	52.5	52.5
Best-Buy jumbo crayons	pg. 88	VX735	1	44.5	44.5
8-color box, 200 crayons - 25 of each color					
Best-Buy broad-tip markers	pg. 90	LA883	1	49.95	49.95
8-color box, 200 markerrss - 25 of each color					
Collage & Crafts Materials					
Rhinestones	pg. 94	LA284	2	8.95	17.9
Collage Buttons	pg. 94	AB920	2	6.95	13.9
Colored Feathers	pg. 94	LC120	2	8.95	17.9
Pom-Poms - Class pack	pg. 94	BA8150	2	7.95	15.9
Wiggly Eyes - Class pack	pg. 94	BJ2580	2	4.95	9.9

Spanges & Sequence - Class pack	pg. 94	LC367		2	8.95	17.9
Craft Sticks	pg. 94	FT2496		2	3.95	7.9
Pipe Stems - 1000 pieces	pg. 95	BA9112		1	14.95	14.95
Felt	pg. 95	LC564		2	12.95	25.9
Flexible Shapes	pg. 95	LC2831		2	9.95	19.9
Story Telling Kits for felt boards & aprons			Literacy			
The Very Hungry Caterpillar	pg. 62	LA328		1	26.95	26.95
Polar Bear, Polar Bear	pg. 63	LA505		1	26.95	26.95
Listen, Read & Rhyme with DR. Seuss	pg. 65	CB782		1	39.5	39.5
books on tape - 4 books & 4 cassettes						
Big Book Set 1 - 5 books	pg.177	RA250X		1	119	119
Big Book Set 2 - 5 books	pg.177	RA450X		1	109	109
Big Book Set 3 - 5 books	pg.177	RA150X		1	109	109
Lakeshore magic boards	pg. 189	TR717		4	7.95	31.8
write and eraes boards						
Dressing frames - complete set	pg. 128	AA3303X	Manipulatives	2	69.5	139
Lacw & Match picture boards	pg. 131	RR922		1	19.95	19.95
Classroom classics puzzle collection	pg. 141	AA940		1	199.5	199.5
24 9"x12" puzzles						
Lakeshore career puzzle set	pg. 142	LA190X		1	95	95
12 9"x12" puzzles						
All-Purpose classroom scale	pg. 202	RR414	Science	2	16.95	33.9
Unbreakable magnets - set of 12	pg. 204	LA443		1	16.5	16.5
Hand magnifiers - set of 12	pg. 204	LA444		1	24.5	24.5
Super-Safe eyedroppers - set of 36	pg. 204	LA575		1	9.5	9.5
Color paddles - set of 12	pg. 204	LA872		1	14.5	14.5
Shatterproof safety mirrors - set of 12	pg. 204	LA469		1	9.9	9.9
					Total:	2498.18

Annual Shared Classroom Materials

Description	pg.	Lakeshore Learning Materials Stock no.		Quantity	Price	Total
Construction paper - 9"x12" 50sheets			Arts & Crafts			
Black	pg. 86	TA50		8	0.99	7.92
White	pg. 86	TA50		8	0.99	7.92
Brown	pg. 86	TA50		8	0.99	7.92
Violet	pg. 86	TA50		8	0.99	7.92
Red	pg. 86	TA50		8	0.99	7.92
Orange	pg. 86	TA50		8	0.99	7.92
Yellow	pg. 86	TA50		8	0.99	7.92
Medium Green	pg. 86	TA50		8	0.99	7.92
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Holiday Red	pg. 86	TA51		8	1.9	15.2
Yellow	pg. 86	TA51		8	1.9	15.2
Dark Green	pg. 86	TA51		8	1.9	15.2
Dark Blue	pg. 86	TA51		8	1.9	15.2
Red baseline ruled newsprint kindergarten - 500 sheets	pg. 86	TA2610		2	3.9	7.8
Art tissue paper 20"x30" 100 sheets	pg. 86	KW5851		2	7.95	15.9
White tagboard 9"x12" 100 sheets	pg. 87	TD271		2	3.9	7.8
White drawing paper 12"x18" 500 sheets	pg. 87	TA4412		1	14.9	14.9
Butcher paper floor rack holds 4 36" wide rolls	pg. 87	BM369		1	189	189
Craft butcher paper roll	pg. 87	LX9950		1	36.5	36.5
White butcher paper roll	pg. 87	LX9990		1	46.5	46.5

Colored butcher paper roll - blue, 1000ft.	pg. 87	LX9991	1	52.5	52.5
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Best-Buy jumbo crayons	pg. 88	VX735	1	44.5	44.5
8-color box, 200 crayons - 25 of each color					
Best-Buy broad-tip markers	pg. 90	LA883	1	49.95	49.95
8-color box, 200 markerrss - 25 of each color					
Collage & Crafts Materials					
Rhinestones	pg. 94	LA284	2	8.95	17.9
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Colored Feathers	pg. 94	LC120	2	8.95	17.9
Pom-Poms - Class pack	pg. 94	BA8150	2	7.95	15.9
Wiggly Eyes - Class pack	pg. 94	BJ2580	2	4.95	9.9
Spanges & Sequence - Class pack	pg. 94	LC367	2	8.95	17.9
Craft Sticks	pg. 94	FT2496	2	3.95	7.9
Pipe Stems - 1000 pieces	pg. 95	BA9112	1	14.95	14.95
Felt	pg. 95	LC564	2	12.95	25.9
Flexible Shapes	pg. 95	LC2831	2	9.95	19.9
				Total:	842.38

Appendix C

February 25, 2010

Ms. Betsy Centofanti, Board Chair
Bridges Public Charter School
1250 Taylor St. N.W.
Washington, DC 20011

Dear Ms. Centofanti:

This letter serves to inform you that in its public meeting held February 22, 2010, the District of Columbia Public Charter School Board (PCSB) acknowledged that Bridges Public Charter School successfully completed its Preliminary Charter Review. Based on its performance for school years 2005-2006 through 2008-2009, the school met the academic, non-academic and organizational performance standards in accordance with the PCSB's Preliminary Charter Review Framework.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the Preliminary Charter Review process as one that assesses a school's ability to meet high standards for improving quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, DC.

Sincerely,

Thomas A. Nida
Chair

cc: Olivia Smith, Director

Appendix D

Bridges Public Charter School Annual Report September 5, 2014

Debra Graham
Board Chairperson

Bridges Public Charter School
1250 Taylor Street NW
Washington, DC 20011
(202) 545-0515

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D. **2014-2015 Approved Budget** **pg. 28**

Annual Report Narrative

I. School Description

A. Mission Statement

Bridges' mission is to provide an exemplary educational program that includes Students with special needs. Our developmentally appropriate, Student and family-centered educational approach nurtures students to expand their developmental skills, in order to build a foundation for life-long learning.

Bridges, the name of our school, symbolizes an inclusive learning community that builds bridges of understanding, awareness and support by connecting children and families with a variety of different needs, cultures and backgrounds.

B. School Program

Bridges Public Charter School is an expanding elementary school program. The school gained approval in the spring of 2012 to become an elementary school. From fall 2005 – spring 2012 Bridges Public Charter School exclusively served Pre-K 3 and Pre-K 4 students. For the 2013 – 2014 school year the school served students in grades Pre-K 3, Pre-K 4, Kindergarten and 1st. For 2013-2014 the school year the school program ran from August 26, 2013 – June 18, 2014. The hours of operations for the school were from 8:30 am – 3:30 pm on all days, except Wednesday. On Wednesday the school day ended at 1:00 pm. The school offers before school care from 8:00 am – 8:30 am and after school care from 3:30 – 6:00 pm and from 1:00 pm – 6:00 pm on Wednesdays. The school also holds a month long summer program for students with special needs, which ran from June 3, 2013 to July 24, 2014. The summer school day program is from 8:15 am – 1:30 pm and after school care is from 1:30 pm – 6:00 pm.

For the 2013-2014 school year the school served 211 students. There were eight early childhood Pre-K 3 / Pre-K 4 classrooms, seven were inclusive classrooms and one was a non-categorical high level special education classroom. At the elementary grade level there were: three inclusion Kindergarten classrooms, one Kindergarten non-categorical special education classroom, one inclusion 1st grade classroom and one 1st grade non-categorical special education classroom. The school will reach capacity with 5th grade during the 2017-2018 school year and will serve 400 plus students in grades preschool – 5th grade. Bridges PCS the elementary school will be a unique program in the DC education landscape, both public and private. We anticipate having a student population that is 70% – 75% typically developing and 25% – 30% special needs. The school will serve students with special education levels 1- 4 with a wide range of special needs as it has done already during the past nine years.

At capacity the school will have 25 classrooms with the following configuration:

Inclusive Classrooms	**Non-categorical Level 4 Special Education Classrooms**
5 Multi-Aged preschool / pre-k classrooms 16 students per classroom	2 Multi-Aged preschool / pre-k classrooms 8 students per classroom
12 Single grade elementary classrooms Grades K – 5^{th} 22 students per classroom	6 Multi-Aged elementary classroom Grades k – 5^{th} (K/1^{st}, 2^{nd}/3^{rd}, 4^{th}/5^{th}) 8 students per classroom

Curriculum Design and Instructional Approach

At Bridges we believe that inclusive education is beneficial to all of the students who have the opportunity to participate. Inclusion builds compassionate relationships among students, develops self-esteem in individuals, and develops the awareness that everyone has strengths and challenges.

The following practices are evident in the design of the school's curriculum and instructional approach:

- *Developmentally appropriate, individualized education:*

Educational programs are tailored to meet each student's individual learning needs and developmental levels. In order to ensure the education of the whole child, academic and social emotional goals are assessed and monitored.

- *Transdisciplinary, family-centered approach:*

Through transdisciplinary, family-centered planning and implementation of the educational program for students with special needs, students have increased opportunities to practice and learn developmental skills in the home and school environments. Team planning fosters consistency and the continuity of learning opportunities, as well as promotes collaboration and peer training among staff members and families.

- *Active, Hands-on and Inquiry Based Curriculum:*

Students learn from experience. Therefore, our classrooms are hands-on and academic studies are thematic and project-based. Students have daily opportunities to learn new skills through small group instruction, individual practice and whole group work.

- *Student-centered learning:*

Students actively participate in all aspects of planning, developing, and assessing their learning experiences. Teachers serve as facilitators, encouraging students to interact with peers, materials, and the environment in order to construct their own learning. With a small student to teacher ratio, teachers can consistently support each student's individualized learning.

The Bridges Public Charter School's early childhood curriculum for Pre-K 3 / Pre-K 4 students supports the development of the whole child through a balance of investigation, play, and instruction. Using science and social studies based study topics as the curriculum framework and learning centers, the curriculum areas of language arts, mathematics, science, arts and physical development are integrated throughout the curriculum and the classroom. The learning centers in a classroom include: dramatic / imaginary play, blocks, table toys, art, music, library, writing, discovery (science and math), sensory table (i.e. - sand, water, rice, leaves) and computer. Bridges' integrated curriculum is performance-based and aligned with the DCPS Content and Performance Standards.

The Project Approach / Classroom Studies

The project approach is the "in-depth investigation of a topic worth learning more about". A project or study focuses on finding answers to questions posed by the students and teachers and developing a deeper, richer understanding of the topic. Topics are investigated first-hand in the community and/or brought into the classroom. The duration of a study can be as short as a day and as long as a month. In the Bridges' curriculum we use the term "study" instead of project and a study is usually a month long. Bridges uses science and social studies based study topics as the framework for classroom learning. Examples of social studies study topics are: fasteners, construction, water, communication, skin, trees, colors, and families. Study topics are not determined before the school year begins; instead, they are developed by observing the children in the classroom. Pulling for the school's curriculum materials, the HighReach Passport and Pre-k curriculums, teachers identify topics of interest and importance to the students and then collect materials and information on the topic. To begin a project, a teacher provides students with an experience that will bring out what the children already know about a topic. Then working with the children, they decide what else they want to know about the topic. Topics for study are chosen based on the following criteria:

- It is relevant to the world, as children know it.
- It is meaningful and of interest to the particular children (and teachers) involved.
- It is mindful – it causes children to think.
- The topic can be researched and investigated by the children and it lends itself to first-hand experience.
- Resources such as "experts," as well as materials and equipment are available in the school or community.
- The knowledge gained from the study is worth knowing.

Social Emotional Development and Learning

Bridges utilizes components of the Responsive Classroom®, which is both a classroom management model and a social curriculum. Bridges also uses the research-based Second Steps Program, which uses grade-appropriate activities to teach students empathy, problem solving, conflict resolution and management of impulses and emotions.

Literacy
Emergent literacy skills development and instruction at the early childhood level at Bridges PCS is done using an integrated approach. The development of emergent literacy skills for reading and writing happens through daily story times, conversation, whole group instruction and small group instruction. In addition to the integrated curriculums Passports and Pre-K published by HighReach, the school uses Instructional Supplement from Education Solutions LLC, and the Handwriting Without Tears curriculums to support students vocabulary development, learning to recognize letters and letter sounds, and emergent writing skills.

Bridges Language Arts program for the elementary grades is a balanced literacy approach. Bridges uses The Readers and Writer's Workshop approach for instruction in English Language Arts and provides students with direct phonics instruction as well. The Readers Workshop instructional method emphasizes the interaction between readers and text. Students learn to ask questions as they read making connections with their prior knowledge. The components of Readers Workshop include: mini-lessons on a reading strategy or strategy for making meaning from a text; independent reading time, journaling to respond literature; teacher / student conferences and guided reading with a teacher individually or a group. The Writers Workshop model encourage students to write by making the process of writing a meaningful part of the curriculum through various daily activities. Each writing unit intentionally introduces a practice that good writers do and give students opportunities to practice pre-writing and writing activities with that focus. Students begin Writers Workshop in kindergarten and first grade using pictures to generate ideas for stories. In later grades, writing ideas out and learning to plan for writing by writing becomes the activity itself. Students are able to choose the topics they write about and engage in peer conferencing as part of the creative process. Writers Workshop includes story planning, revision, teacher editing and direct instruction in grammar and English writing conventions. The format of Writers Workshop is similar to Readers Workshop and includes: a Mini-Lesson to focus on an aspect of good writing; independent writing time and sharing with a peer. Student's writing goes through the process of creating a first draft, revision, illustration, final editing, and publishing. Both Readers and Writers Workshop have celebrations to display and recognize learning that has occurred at the end of each unit.

Mathmatics
Bridges early childhood program's primary resource for math instruction is Chicago Everyday Math. For grades Kindergarten and above Bridges uses Math in Focus (Singapore Mathematics). Both curriculums are standards-based.

Social Studies and Science
As a natural extension to the thematic, project-based studies of the Pre-K level, Bridges has continued theme based exploration and a constructivist approach in the selection of curricula for Kindergaten through fifth grade for social studies and science. For Social Studies students engage in inquiry-based theme studies around historical, civic, governmental or geographic focuses depending on the grade level supported by the Social Studies Alive curriculum resource. For Science the FOSS (Full Options Science System) Science curriculum is used which provides students with hands-on opportunities to engage in authentic scientific inquiry and analysis.

Art
Art and music instruction at Bridges is integrated into the classroom curriculum currently by classroom teachers at the Pre-K level. For the elementary level of the program, grades Kindergarten – 1st grade students receive art instruction from an art teacher and art integration happens through collaboration between the art teacher and classroom teacher during the school day in the subject areas of social studies or science. The school is a partner with nonprofit arts education organization Arts for Every Student which provides public schools with the opportunity to see musicals and theatre performances at art institutions in DC. This organization also brings musicians to Bridges to perform for students.

Health and Fitness
Students at Bridges are provided with daily opportunity for gross motor play and physical activity. Bridges work with students to promote health and wellness is based on the DC standards and in accordance with the Health Schools Act.

Foreign Language Study
At this time Bridges does not have a separate foreign language program for students. In the future Bridges will offer Spanish language instruction for students in the elementary grades. At the early childhood level, four of the eight Pre-K 3 / Pre-K 4 classrooms are staffed with a Native Spanish speaker who provides Spanish language instructional support daily within the classroom setting. In these four Spanish language support classrooms two days a week the classes morning meeting, story time and thematic small group learning activity is lead in Spanish. This is done to support the high number of Pre-K students in the program who come from homes where Spanish is the first language.

Student Support Services – Supporting Students with Special Needs and English Language Learners
The Bridges' Student Support Services Team works to supports students in both the school's inclusion and high level special education classrooms. The Student Support Services Team includes: A Director of Student Support Services, a Special Education Coordinator, floating special education teachers, classroom based special education teachers, a social worker, a Coordinator/Teacher for English Language Learners, speech-language pathologists, a physical therapist, an occupational therapist, a psychologists and Applied Behavior Analysis / Verbal Behavior Coordinator. This team of people work collaboratively with the school's classroom based teachers providing consultative support, co-teaching and direct instructional support to students inside and outside the classroom setting.

C. Parent Involvement Efforts

The Bridges Public Charter School sees parents as partners in the education of the students. We welcome and ask for on-going involvement in the classroom and the school. Below is a summary of ways parents can and are involved in Bridges Public Charter School.

Board of Trustees and School Parent Team (SPT)
Parents serve on the Board of Trustees. During parent orientation sessions and Back-to-School Night at the start of the school year, students' parents learn about the role of the Board of Trustees and the responsibilities of Board members. Parents interested in being considered for a parent board member position can apply in the fall when a parent board member space is open on the board. From the pool of applicants the school's Board selects a parent representatives to fill any vacancies. Parents also have a voice in operational, learning, community and fundraising issues through the School Parent Team (SPT). Similar to a PTA the SPT is lead by school parents and the agenda is set by the group.

Whole School Newsletter

Ongoing communication and interaction between parents and school staff is vital. Each month, classroom teachers send home a newsletter with opportunities for classroom involvement and ideas for extending learning at home. In addition to the classroom newsletter a monthly whole school newsletter is sent home. All written information and materials for parents at Bridges PCS are written in English and Spanish (and other languages when possible). This includes all forms to be completed by parents/caregivers, report cards, and the parent handbook and school notices.

The Thematic / Project – Based Studies
Thematic / Project-Based studies provide opportunities for parents to be involved in the classroom and to continue learning about the study topics at home. Prior to the beginning of a study parents are informed through the classroom newsletter about the upcoming topic. The newsletter provides parents with suggestions of topic related activities to do at home (i.e. - take books out from the library, visit the zoo, art projects, etc.). Parents are invited to accompany classes on field trips into the community to gather information, to share information on a topic as an "expert" and to attend culmination activities such presentations of learning displays, celebrations, portfolios or dramatic renditions that document study.

Parent /Teacher Conferences – Traditional & APTT

Quarterly parent-teacher conferences give parents the opportunity to talk with teachers, review their child's work and discuss their child's progress. Together at these conferences parents and teachers develop goals for the student that are worked on at home and at school. In addition to the traditional one-on-one parent teacher conference Bridges began implementing Academic Parent Teacher Team (APTT) meetings. APTT meetings are whole classroom sessions where teachers present academic performance data to parents, teach parents strategies and activities to do at home to work on the academic area and then parents set goals for their child that they work on at home. Bridges held three APTT meetings during the 2013-2014 school year. Examples of APTT sessions done during the 2013-2014 school year are supporting the development of letter identification and mathematical skills development.

The Resource Center & Parent Workshops

The school has a small resource center housed at the school. The center has a lending library, handouts on supporting the development of children and information on resources in the community. Throughout the year the school also leads workshops and training for parents on supporting the development of children with special needs and the healthy development of all children.

Volunteering

Parents have the opportunity to volunteer at the school in a variety of ways. Ability to volunteer of course depends on the individual parent's interests and personal resources and time. Parents can, but are not limited to:

1. Serve on the board of trustees (at least two positions are for elected parents);
2. Assist in the classroom;
3. Lead a classroom learning activity;
4. Join classes on field trips;
5. Participate in parent workshops at the resource center;
6. Help in the school office or resource center;
7. Work on the whole school newsletter;
8. Assist in organizing a school event, like a Picture Day.

Home Visits

For the 2012-2013 school year Bridges was selected to be a partner with the Flamboyan Foundation which works to supporting schools with family engagement. Bridges continued this partnership during the 2013-2014 school year. In addition to the APTT meetings that Bridges has started doing through our partnership with Flamboyan, the school also does Home Visits another of the initiatives Flamboyan supports schools with implementing.

D. School Staff Characteristics

The school's Principal / Director was Olivia Smith. The Assistant Principal was Patrick Shaw. The school's Director of Operations Manager was Youseth Guzman. Business Operations were supported by Ed-Ops. The Director of Student Support Services was Keesha Blythe. The Special Education Coordinator was Kelsey Skjei and the Curriculum / RTI Coordinator was Allison Karsch.

During the 2013-2014 school year Bridges Public Charter School had 15 (fifteen) classroom based lead teachers, 5 (five) floating special education teachers, 2 (two) ELL teachers, 15 (fifteen) assistant teachers / teaching fellows, 2 (two) enhanced staffing assistant teachers and 5.5 (five and a half) dedicated aides working to support students with special needs and without special needs in our classrooms. The average class size in the inclusion classrooms was 18 students for Pre-K and 20 students for Kindergarten – 1st grade. The average class size in the high level non-categorical special education classrooms grades Pre-K to 1st grade was 7.5 students.

All lead teachers and assistant teachers were NCLB Highly Qualified or meet DC requirements for Highly Qualified Teacher status. The teaching staff Attrition rate from fall 2013 to first day of school for 2014 was 21.7% for lead teachers and 17.6% for assistant teachers.

E. Student Characteristics

For the 2013-2014 school year Bridges Public Charter School served 211 students. See the chart below for additional demographics:

Student Characteristics Table	Bridges Public Charter School
Number of students enrolled, by grade level	Pre-K 3= 55 Pre-K 4 = 74 Kindergarten = 55 1st grade = 27
Demographics - Race	African American- 46.0% White- 45.75% Multiple Race: 1.89% Asian- 2.83% American Indian- 0.94% Pacific Islander- 0.00%
Demographics - Ethnicity	Hispanic- 33% Non-Hispanic- 67%
Demographics - Gender	Male- 53% Female- 47%
Percentage of limited- and non-English proficient students	36.4%
Percentage of students with special education IEPs	30%
Percentage of students qualifying for free or reduced lunch	Free = 59% Reduced = 6%
Average daily attendance Pre-K 3 & Pre-K 4	91.3%
Average daily attendance Pre-K 4	91.5%
Average daily attendance Kindergarten	92.8%
Average daily attendance 1st grade	92.8%

F. Finance

Included at the end of the annual report in the Appendices are the school's approved budget for the Fiscal year 2013-2014 and the unaudited year-end financials for Fiscal Year 2013-2014.

G. Facilities

For the 2013-2014 school year Bridges Public Charter School had two locations in walking distance from one another in the Petworth Neighborhood in Ward 4. The school's original site that has been open since Fall 2005 is at 1250 Taylor Street NW. The school's second site that opened in Fall 2012 was at 4300 13th Street NW, in the DC Public School building, the Melvin C. Sharpe Health School.

II. School Performance

A. Performance and Progress

The data being presented below in this section was verified / validated by the DC Public Charter School Board in July 2014. Bridges has worked closely with the PCSB to ensure that the PMF appropriately measures all of our students' academic success. Bridges was an active participant in the ECE PMF working group to support the process of developing a program evaluation and accountability process that would work for a wide range of students. The following assessments were used by Bridges to determine student progress and achievement for the 2013-2014 school year:

1) The Peabody Picture Vocabulary Test (PPVT). The PPVT is administered in English only; it was administered to all students who were able to participate (students with and without special needs). It measures receptive vocabulary and is given at the beginning and end of the year.

2) Test for Early Math Ability (TEMA). The TEMA is administered in English only; it was administered to all students who were able to participate (students with and without special needs). It measures mathematics skills and is given at the beginning and end of the year.

3) Learning Accomplishments Profile (LAP-3). The LAP-3 is administered in English, students may respond in English or Spanish to receive a qualifying point on this assessment. It was administered to all students who were able to participate (students with and without special needs). It measures development in pre-writing, language, cognitive and personal/social domains and is given at the end of quarters 1, 2 and 4.

4) Verbal Behavior Milestones Assessment and Placement Program (VBMAPP). It is administered in English only and is given quarterly or at the beginning and end of the year. Students with special needs who qualify to take an alternate assessment will take the VB-MAPP instead of the grade-level math and reading assessments (PPVT, TEMA or LAP-3). Students with special needs who do not qualify for the alternate assessment should be able to demonstrate progress on the grade-level math and reading assessments.

Pre-K 3 & Pre-K4 Student Performance and Progress Data 2013-2014

PMF Goal: Student Progress – Academic Improvement over time		
Assessment for Reading & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: PPVT ▪ Students will increase their standard score by at least four points. ▪ Floor is 60%, Target is 100%.	▪ 98% of students demonstrated a gain of at least 4 standard score points by the year end.	▪ Yes
Assessment for Math & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: LAP-3 (Cognitive Domain) ▪ Students can demonstrate progress even if their Beginning of Year and End of Year scores are significantly below grade level. ▪ Floor is 60%, Target is 100%.	▪ 91% of students demonstrated progress by year end.	▪ Yes
PMF Goal: Student Achievement – Meeting or exceeding academic standards		
Assessment for Reading & Student Progress Targets	**Bridges Achievement Results**	**Met Target?**
Assessment: PPVT ▪ Students will achieve a standard score of at least 86. ▪ Floor is 60%, Target is 100%.	▪ 91% of students achieved a standard score of 86 or higher by year end.	▪ Yes
Assessment for Math & Student Achievement Targets	**Bridges Achievement Results**	**Met Target?**
Achievement is not evaluated in Math for Pre-K 3 & Pre-K 4 students.	**Not Applicable.**	
PMF Goal: Leading Indicators – Predictors of future student progress and achievement		

Leading Indicator Targets	Leading Indicators Results	Met Target?
Average daily attendance at school ▪ Floor is 80%, Target is 90%.	▪ The average daily attendance was 91.3% for Pre-K 3. ▪ The average daily attendance was 91.5% for Pre-K 4.	▪ Yes

Kindergarten & 1st grade Student Performance and Progress Data 2013-2014

PMF Goal: Student Progress – Academic Improvement over time		
Assessment for Reading & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: PPVT ▪ Students will increase their standard score by at least four points. ▪ Floor is 50%, Target is 90%.	▪ 90% of students demonstrated a gain of at least 4 standard score points by the year end.	▪ Yes
Assessment for Math & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: TEMA ▪ Students will increase their standard score by at least four points. ▪ Floor is 50%, Target is 90%.	▪ 83% of students demonstrated a gain of at least 4 standard score points by the year end.	▪ Yes
PMF Goal: Student Achievement – Meeting or exceeding academic standards		
Assessment for Reading & Student Progress Targets	**Bridges Achievement Results**	**Met Target?**
Assessment: PPVT ▪ Students will achieve a standard score of at least 86. ▪ Floor is 50%, Target is 90%.	▪ 85% of students achieved a standard score of 86 or higher by year end.	▪ Yes
Assessment for Math & Student Achievement Targets	**Bridges Achievement Results**	**Met Target?**

Assessment: TEMA • Students will achieve a standard score of at least 86 or higher. ▪ Floor is 50%, Target is 90%.	▪ 76% of students achieved a standard score of 86 or higher by year end.	▪ Yes
PMF Goal: Leading Indicators – Predictors of future student progress and achievement		
Leading Indicator Targets	**Leading Indicators Results**	**Met Target?**
Average daily attendance at school ▪ Floor is 82%, Target is 92%.	▪ The average daily attendance was 92.0% for K. ▪ The average daily attendance was 92.8% for 1st grade.	▪ Yes

Pre-K 3, Pre-K 4, Kindergarten & 1st grade 2013-2014 Alternative Assessment Data

PMF Goal: Student Progress – Academic Improvement over time	**VBMAPP – Alternative Assessment for high level special needs students**	
Assessment for Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment:VBMAPP ▪ Students will show progress by the end of the year. ▪ Floor is 50%, Target is 90%.	▪ 100% of students demonstrated progress by the year end.	▪ Yes

B. Lessons Learned and Actions Taken

Bridges PCS Pre-K 3, Pre-K 4, Kindergarten and 1st grade students meet all student progress and achievement targets for the 2013-2014 school year. Bridges believe the school's early childhood instructional approach that is a balance of exploration, facilitated play and direct instruction in small groups for pre-academics skills development is successfully meeting the needs of our diverse student population. Bridges elementary school program is in its second year and the school believes that the overall curriculum design and instructional approach will also successfully meet the needs of the school's diverse student population. The end of the year student performance scores for math using the TEMA assessment at the elementary level and teacher feedback in the 2nd year of implanting Math in Focus (Singapore Mathematics) raises concern for the school if this curriculum is meeting the needs of our students. The school will pilot a new math curriculum Go Math from Hougton Mifflin Harcourt during the 2014-2015 school year. Then end of the year math performance data from the 2014-2015 school year will be compared between the pilot and non-pilot classrooms; as well as the math performance data from 2013-2014 to look out educational outcomes between the two curriculums. We will then determine if the school should submit a request for a charter amendment to change the math curriculum overall for the 2015-2016 school year.

For Pre-K and elementary school level students who are not progressing as expected during the quarterly assessment periods a Response to Intervention (RTI) plan is created to address the student's areas of need in pre-academic development. In addition to RTI, the school's Reading Intervention teacher and the Student Support Team and Special Education program support students who need additional school based resources to be successful.

No significant changes to the school's instruction process or parent involvement work will occur for the 2014-2015 school year as a result of the Performance Management Framework Results. There will be a change in leadership structure at the school for the 2014-2015 school year. There will be a division of the position Head of School and Principal. A Principal search was conducted during the 2013-2014 school year and Kristine Rigley was hired in July 2014 to be the 2nd Principal to lead the school's academic program. Olivia Smith the school's Founder / Principal / Director will stay on with the school as Director / Head of School support the school's growth. The following additions to human capital are also being made to support the school as it develops into an elementary school program with the addition of 2nd grade: a Director of Development (to oversee the school's fundraising efforts); additional Speech Therapists; an additional teacher to support students who are English as a Second Language learners; additional floating special education teachers; three 2nd grade teaching teams; a Physical Education Teacher who can also do adaptive PE for students with special needs and additional administrative support staff.

C. Unique Accomplishments

The 2013-2014 school year was the 3rd year for the school's Teaching Fellows program. Bridges Teaching Fellows program works to train future lead teachers in the areas of early childhood education, elementary education and special education. The 2013-2014 school year Bidges had three (3) Teaching Fellows. Two Fellows were in Pre-K inclusion classrooms and one was in an inclusion Kindergarten classrooms. The Teaching Fellows received training and mentoring throughout the school year and took over leading instruction in the classroom they were placed in for a period of 1 month during the end of the school year. Bridges' Teaching Fellow program is for 1 or 2 years and at the end of the program candidates will be ready to lead a classroom and will also meet NCLB Highly Qualified

Teacher requirements. The school provides the Teaching Fellows with training, mentoring and financial support for the cost of taking teacher certification exams.

For the second year in a row Bridges PCS was voted one of the best preschool programs in DC in the Washington DC City Paper Readers' Poll. Bridges was honored with this title for the first time 2013 as Best Preschool in DC and now Runner up for Best Preschool in DC for 2014.

In July 2014 Bridges PCS was visited by Senator Seiko Noda of Japan. Senator Noda is a strong advocate for the rights of people with special needs in Japan and has been active in writing legislation to support people with disabilities and special needs. Senator Noda took time away from her visit to the White House in July to spend time with our students and staff to learn about our program. During the visit we spent time discussing the differences in public education support for students with special needs in the United State and Japan. Of note Senator Noda is the mother of a 3 year old child with special needs and she cannot find a preschool program in Japan that will accept her son. Preschool programs in Japan are publicly and privately funded and do not have a legal obligation to admit students with special needs. Her son is considered too severely disabled to attend preschool in Japan.

D. List of Donors

During the 2013-2014 school year the following individuals and organization contributed monetary or in-kind amounts equal to or exceeding $500 dollars:

Anonymous Donor	Arnold & Porter, LLP
Imogene Baker	Building Hope
Crayola	Robert Edmunds
Flamboyan Foundation	Debra and Dean Graham
Astrid Hiemer & Charles Giuliano	David & Anne Kendall
Jennifer Liberto	MCN Build, LLC
Microsoft	Skadden, Arps, Slate, Meagher & Flom, LLP
Steptoe & Johnson, LLP	Tanya Topolewski
Time Warner	

Certification

All authorization required to operate the school – the certificates of occupancy, insurance, and lease are in full force and effect. Copies of all documents are on file with the DC Public Charter School Board.

Data Report

2013-2014 SCHOOL YEAR

* Data provided by PCSB and School.

Source	Data Point	
PCSB	**LEA Name**	**Bridges PCS**
PCSB	**Campus Name**	**Bridges PCS**
School	**Ages served** – *adult schools only*	
PCSB	**All Grades**	**211**
PCSB	**PK3**	**55**
PCSB	**PK4**	**74**
PCSB	**KG**	**54**
PCSB	**1**	**28**
PCSB	**2**	**0**
PCSB	**3**	**0**
PCSB	**4**	**0**
PCSB	**5**	**0**
PCSB	**6**	**0**
PCSB	**7**	**0**
PCSB	**8**	**0**
PCSB	**9**	**0**
PCSB	**10**	**0**
PCSB	**11**	**0**
PCSB	**12**	**0**
PCSB	**PG**	**0**
PCSB	**Ungraded**	**0**
School	**Total number of instructional days** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.	**180**
PCSB	**Suspension Rate** $\frac{\text{number of students with out of school suspension}}{\text{number of students enrolled as of Oct 2013 audit}} \times 100$	**0.47%**
PCSB	**Expulsion Rate** $\frac{\text{number of students expelled}}{\text{number of students enrolled as of Oct 2013 audit}} \times 100$	**0.00%**
PCSB	**Instructional Time Lost to Discipline** $\frac{\text{(sum of suspension days due to out of school suspensions)}}{\text{(sum of enrollment days for all students for the entire school year)}} \times 100$	**0.01%**
PCSB	**Promotion rate** $\frac{\text{number of students who advanced} \geq 1 \text{ grade level in the LEA within SY2013} - 14 \text{ from the audited enrollment count to the end of the school year}}{\text{number of students enrolled as of Oct. 2013 audit}} \times 100$	**99.2%**
PCSB	**AVERAGE DAILY MEMBERSHIP** The SRA requires annual reports to include a school’s average daily membership.	

	PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.	
PCSB	**Mid-Year Withdrawals Rate** $\frac{\text{\# of students enrolled on or after October 7,2013 who withdraw prior to June 1st}}{\text{number of students enrolled as of Oct 2013 audit}} \times 100$	**1.9%**
PCSB	**Mid-Year Entries Rate** $\frac{\text{\#of students who enroll after October 7, 2013 prior to June 1st}}{\text{number of students enrolled as of Oct 2013 audit}} \times 100$	**0.5%**
School	**Teacher Attrition Rate** $\frac{\text{\# of teachers retired/resigned/outplaced between October 7, 2013 and first day of school 2014}}{\text{(number of teachers employed as of October 7, 2013)}} \times 100$	**Lead Teachers = 21.7%** **Assistant Teachers = 17.6%** **Dedicated Aides = 0%**
School	**Number of Teachers** "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.	**Lead Teachers = 23** **Assistant Teachers = 17** **Dedicated Aides = 5.5**
School	**Teacher Salary** 1. Average: Range -- Minimum: $ Maximum: $	**Average:** **$52,924.26** **Minimum:** **$29,613.00 (Part-Time Salary)** **Maximum:** **$71,500.00 (Full Time Salary)**
School	**Square footage for entire building (list separate facilities separately)**	**Bridges rents space in two buildings and co-locates with other entities in the two buildings. The school has no extra space at each site (no art room, library or gym). We have classroom space, hallways, therapy space and offices. The whole building for 1250 Taylor St. = 23,200 sq. ft. The whole building for Sharpe Health = Approximately 90,000 sq. ft.**
School	**Square footage for entire classroom space**	**Taylor = 9,830 sq. ft.** **Sharpe = 13,361 sq. ft.**

School	**Cafeteria** (Yes/No)	**No**
School	**Theater/Performing Arts Space** (Yes/No)	**No**
School	**Art Room** (Yes/No)	**No**
School	**Library** (Yes/No)	**No**
School	**Music Room** (Yes/No)	**No**
School	**Playground** (Yes/No)	**Taylor = No** **Sharpe = Yes**
School	**Gym** (Yes/No)	**No**
School	**Playing field large enough to hold outdoor sports competitions** (Yes/ No)	**No**
School	**Integrated/Infused Arts Program** (Yes/No) School integrates arts into academic curriculum beyond dedicated art periods.	**Yes**
School	**Classical Education School** (Yes/No) School integrates classical texts in the Greek and Roman tradition into the curriculum.	**No**
School	**College Prep Program** (Yes/No) School uses a college preparatory curriculum.	**No**
School	**Expeditionary Learning Program** (Yes/No) School uses the expeditionary learning curriculum as its primary academic focus.	**No**
School	**Evening Program** (Yes/No) School offers a course schedule that allows students to attend classes exclusively in the evening hours. (School may also offer a separate day-time program.)	**No**
School	**Extended Academic Time** (Yes/No) School has at least 30% more mandatory academic time than the DCPS calendar.	**No**
School	**GED Program** (Yes/No) School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	**No**
School	**Language Immersion Program** (Yes/No) School offers a language immersion program or teaches academic content in a language other than English.	**No**
School	**Math, Science, Technology Focus** (Yes/No) School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards.	**No**
School	**Montessori Program** (Yes/No) School uses a Montessori instructional approach to learning.	**No**
School	**Online/Blended Learning Program** (Yes/No) School offers an online-only or blended learning program.	**No**
School	**Public Policy/Law Program** (Yes/No) School integrates law or public policy into the curriculum.	**No**
School	**Reggio Emilia Program** (Yes/No) School uses the Reggio Emilia inspired curriculum.	**No**
School	**Residential Program** (Yes/No) School offers a program for students to stay overnight at the school.	**No**
School	**Special Education Focus** (Yes/No) A majority of students receive special education services. (Must be more than 50%.)	**No**

School	**Stand-Alone Preschool** (Yes/No) A preschool/prekindergarten without any upper grades.	**No**
School	**World Culture Focus** (Yes/No) School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.	**No**
School	**Dual Enrollment** (Yes/ No) School offers dual enrollment with the charter school and a higher education institution.	**No**
School	**Career/Technical Program** (Yes/No) School offers a Career and Technical Education (CTE) program of study.	**No**
School	**Credit Recovery Courses Offered** (Yes/No) School offers a mechanism for students to earn credits in courses they did not pass the first time. If Yes: Are credit recovery courses free to the student?	**No**
School	**Advanced Placement** (Yes/No) School offers Advanced Placement course options to all students. If Yes: • Name of AP courses offered in SY13-14? • How many students took each course? • How many students took the AP exam? How many students passed with a 3 or higher? *(OPTIONAL)*	**No**
School	**International Baccalaureate Program** (Yes/No) School offers International Baccalaureate option to all students. If Yes: • Names of IB courses offered in SY13-14? • How many students took each course? • How many students sat for the exams? How many students received an IB diploma?	**No**

APPENDIX A: STAFF ROSTER 2013-2014

Administrative Staff & School Staff
Olivia Smith – Principal / Director
Patrick Shaw – Assistant Principal
Youseth Guzman – Director of Operations
Operations Manager – Kristel Guzman
Ed-Ops – Business Manager
Keesha Blythe – Director of Student Support Services
Kelsey Skjei – Special Education Coordinator
Allison Karsh – Curriculum / RTI Coordinator
Anika Harris – ELL Coordinator / Teacher
Kathryn Meador – Speech Therapist
Aylsha Sorrentino – Speech Therapist
Jihan Salem – Social Worker
Kristin Nagy – Art Teacher / Arts Integration Coordinator & After School Care Coordinator
Neris Valladeres – Administrative Assistant
Carmen Hernandez – Administrative Assistant

Lead Teachers
Atasha Arnold – Sp. Ed Teacher BA
Emily Art – Sp. Ed. Teacher, MA
Nora Baldwin – PK Teacher, BA
Colette Burts – PK Teacher, MA
Norma Bryant – PK Teacher, MA
Katelyn Conway – PK Teacher, BA
Keely Flaherty – K Teacher, MA
Binta Garrett – Sp. Ed. Teacher, MA
Pushean Gunasinghe – 1st Teacher, MA
Debra Jones – Sp. Ed. Teacher, MA
Aaron Loewenberg – K Teacher, BA
Erika Magana – PK Teacher, MA
Brian McMahon – K Teacher, BA
Laura Namovicz – ELL Teacher, BA
Angela Royster – Sp. Ed. Teacher, MA
Collen Sullivan – 1st Teacher, BA
Francine Sacchetti – PK Teacher, MA
Carrie Scott – PK Teacher, BA
Angela Royster – Sp. Ed. Teacher, MA
Sara Verhalen – PK Teacher, BA
Chishala Wapenyi – 1st Teacher, MA
Rachel Weinthal – K Teacher, MA

Assistant Teachers (AT), Teaching Fellows (TF), Enhanced Staffing (ES) & Dedicated Aides (DA)
Andre Aina – (DA)
Lillian Eason – (AT), BA
Mary Dolan-Hogrefe – (DA), MA
Peter Dorchak – (AT), BA
Ebonnie Farmer – (TF), MA
Esther Guzman – (AT), AA
Albert Jones – (DA), HS & ParaPro
Allanso Llerena – (AT), HS & ParaPro
Khadija Muhammad (AT), BA
Jamil Raspberry – (AT), HS & ParaPro
Whitney Royal – (DA), AA
Ciera Scott – (AT), BA
LaKisha Scott (DA), BA
Antwaunya Stephenson – (ES), HS
Steven Tilghman (DA), AA
Beatriz Torres (AT) HS & ParaPro
Rogelio Valdes – (TF), BS
Kristen Williams – (AT), HS & ParaPro

Meredith Piggot-Took - (AT), BA
Monica Rizo – (TF), BA
Donise Wiggins – (ES), AA

KEY for degrees held and exams taken by staff:

HS = High School Diploma
AA= Associates in Arts
MA = Masters of Arts
ParaPro = Praxis ParaPro Exam
BA = Bachelor of Arts
BS = Bachelor of Science

APPENDIX B: BOARD OF TRUSTEES ROSTER

2013-2014 SCHOOL YEAR

The individuals listed below served on the Bridges' Board of Trustees during the 2013-2014 school year.

Debra Graham– Chairperson
Leslie Annexstein – Parent Representative
Claudia Callaway
Katey Comerford
Meena Gowda
Lionel Howard
Tawnya Lee – Parent Representative
Linda Macri
Deborah Rozell
Sanat Shankardass
Olivia Smith

APPENDIX C: FINANCIALS

Income Statement
Bridges Public Charter School
As of 6/30/2014

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		Year-to-Date		
		Actual	Budget	Variance
REVENUE				
	UPSFF General Payment	2,495,040	2,586,987	(91,947)
	UPSFF Special Education Funding	1,205,210	967,491	237,719
	UPSFF ELL Funding	326,654	435,538	(108,885)
	UPSFF Summer School Funding	136,047	174,127	(38,080)
	Supplemental Facilities Revenue	633,000	663,000	(30,000)
	Federal Entitlements	163,352	118,982	44,370
	Other Federal Income	36,171	9,600	26,571
	Grants	44,340	100,000	(55,660)
	Food Service Income	145,859	113,748	32,112
	After-Care Reimbursements	160,270	118,931	41,338
	Other Income	67,464	622	66,842
	TOTAL REVENUES	**5,413,407**	**5,289,026**	**124,380**
ORDINARY EXPENSE				
Personnel Salaries and Benefits				
	Director and Assistant Director	204,586	204,122	464
	Teachers	1,125,911	1,115,629	10,282
	Teacher Assistants	609,596	430,979	178,617
	Business and Operations Salaries	165,456	242,180	(76,724)
	Other Education Professionals	755,884	889,789	(133,905)
	Custodial	-	12,500	(12,500)
	Payroll Taxes	234,139	219,188	14,951
	Employee Benefits	131,636	207,727	(76,091)
	401 (k) Matching Expense	19,576	18,194	1,382
	Staff Development/Training	30,754	32,364	(1,609)
	Subtotal: Personnel Expense	**3,277,537**	**3,372,671**	**(95,133)**

Direct Student Expense			
Student Supplies/Materials	36,320	19,102	17,219
Food Service	185,459	207,091	(21,632)
Other Food	4,788	2,210	2,578
Parent Resource Center	10,850	6,182	4,668
Assessment Materials	4,775	9,273	(4,498)
Special Ed. Services/Therapy	132,802	44,800	88,002
Special Ed. Assessment Services	48,700	17,823	30,877
Curriculum Materials	34,457	44,818	(10,361)
Teacher's Reimbursement	-	-	-
Classroom Material & Equipment	35,346	39,446	(4,100)
Consultants	80,904	27,000	53,904
Special Education Equipment/Materials	1,173	9,273	(8,100)
Field Trip Fees and Transportation	8,704	10,045	(1,341)
Share of Common Costs - CAM Charges	99,614	72,963	26,652
Subtotal: Direct Student Expense	**683,893**	**510,025**	**173,868**
Occupancy Expenses			
Rent	206,838	229,325	(22,487)
Maintenance & Repairs	117,672	150,800	(33,128)
Janitorial Services/Supplies	45,337	51,000	(5,663)
Equipment Rental & Maintenance	3,105	2,250	855
Elevator Servicing	4,472	6,000	(1,528)
Security System	7,986	14,700	(6,714)
Subtotal: Occupancy Expenses	**385,410**	**454,075**	**(68,665)**
Office Expenses			
Office Supplies & Materials	10,955	18,545	(7,590)
Office Furnishings/Equipment	2,417	6,955	(4,538)
Office Equip. Rental/ Maint.	16,644	21,636	(4,992)
Postage and Shipping	1,392	2,473	(1,081)
Web Hosting	2,478	4,636	(2,158)
General Copying	-	-	-
Technology Planning & Support	56,738	63,409	(6,671)
Telephone Service	17,387	12,000	5,387
Bank Fees	119	742	(623)

	Online Payment Fees	2,862	-	2,862
	Printing letterhead and Bus. Cards	-	77	(77)
	Acct. & Fin. Mgmt. Contract	65,438	60,000	5,438
	Advertising	-	-	-
	Legal Fees	61,596	4,120	57,476
	Payroll Processing	10,536	18,545	(8,010)
	Other Office Expense	6,838	1,159	5,679
	Fees for nonprofit corporation	1,613	5,409	(3,796)
	Subtotal: Office Expenses	**257,013**	**219,707**	**37,306**
General Expenses				
	Insurance	17,466	27,098	(9,632)
	Fees and Licenses	-	-	-
	Property Tax	18,634	34,000	(15,366)
	Publicity & Recruiting - Advertising	25,204	33,993	(8,790)
	Board Mtgs./Development	8,933	5,500	3,433
	Audit Fees	15,965	15,500	465
	Organizational Membership Dues	4,610	4,000	610
	Parking	246	250	(5)
	Other General Expenses	30,514	17,665	12,850
	Food for Meetings	1,329	2,575	(1,246)
	Administration Fee	26,084	25,593	491
	Subtotal: General Expenses	**148,985**	**166,174**	**(17,189)**
Other Expenses				
	Bad Debt Expense	19,348	-	19,348
	Depreciation Expense	110,747	118,960	(8,212)
	Subtotal: Other Expenses	**130,096**	**118,960**	**11,136**
	TOTAL EXPENSES	**4,882,934**	**4,841,612**	**41,322**
NET INCOME		**530,473**	**447,415**	**83,058**
CAPITAL BUDGET				
	Facilities	-	-	-
	Furniture & Equipment	9,346	86,400	(77,054)
TOTAL CAPITAL BUDGET		**9,346**	**86,400**	**(77,054)**

Balance Sheet		Bridges Public Charter School
ASSETS	**6/30/2013**	**6/30/2014**
Current Assets		
Checking/Savings	684,272	1,422,336
Accounts Receivable	212,037	170,873
Other Current Assets	33,681	73,491
Total Current Assets	929,989	1,666,699
Fixed Assets		
Furniture & Equipment	63,826	73,172
Vehicles	-	-
Facilities	557,367	557,367
(Accumulated depreciation)	(425,481)	(536,229)
Total Fixed Assets	195,712	94,311
Other Assets		
Other Assets	(2,474)	18,919
Total Other Assets	(2,474)	18,919
TOTAL ASSETS	**1,123,228**	**1,779,929**
LIABILITIES		
Current Liabilities		
Accounts Payable	66,010	127,075
Credit Cards	1,910	7,491
Deferred Revenue	28,914	27,340
Accrued Salaries	158,608	250,490
Payroll Liabilities	30,385	23,035
Other Current Liabilities	746	718
Total Current Liabilities	286,572	436,150

Long-term liabilities		
Accrued Expenses	13,801	15,953
Contractor Liability	56,090	56,090
Deferred Rent Liability	61,995	36,493
TOTAL LIABILITIES	131,885	108,536
NET ASSETS		
Retained Earnings	296,393	704,771
Net Income	408,378	530,473
TOTAL NET ASSETS	704,771	1,235,244
TOTAL LIABILITIES AND NET ASSETS	**1,123,228**	**1,779,929**

APPENDIX D: APPROVED 2014-2015 BUDGET

Bridges PCS
2014-15 Budget

REVENUE	2014-15 Budget	Percent of Total Revenue
Per Pupil Charter Payments	$5,170,196	77%
Per Pupil Summer School	$232,232	3%
Per Pupil Facilities Allowance	$791,777	12%
Federal Entitlements	$160,265	2%
Other Government Funding/Grants	$263,066	4%
Total Public Funding	$6,617,536	98.2%
Private Grants and Donations	$100,000	1.5%
Activity Fees	$17,418	0.3%
Other Income	$6,308	0.1%
Total Non-Public Funding	$123,727	1.8%
TOTAL REVENUES	$6,741,262	

ORDINARY EXPENSE	2014-15 Budget	Percent of Total Revenue
Personnel Salaries and Benefits		
Principal/Executive	$308,200	4.6%
Teachers	$743,604	11.0%
Special Education	$1,561,781	23.2%
Summer School	$45,000	0.7%
Teacher Aides/Assistants	$362,115	5.4%
Before/After Care	$0	0.0%
Other Education Professionals	$581,898	8.6%
Business/Operations	$254,600	3.8%
Clerical	$52,000	0.8%
Custodial	$15,000	0.2%
Other Staff	$40,000	0.6%
Employee Benefits & Taxes	$586,362	8.7%
Contracted Staff	$312,950	4.6%
Staff Development Expense	$79,485	1.2%
Subtotal: Personnel Expense	$4,942,995	73.3%
Direct Student Expense		
Textbooks	$47,340	0.7%
Student Supplies and Materials	$88,775	1.3%

Library and Media Center Materials	$13,150	0.2%
Student Assessment Materials	$5,000	0.1%
Contracted Student Services	$100,000	1.5%
Miscellaneous Student Expense	$52,540	0.8%
Subtotal: Direct Student Expense	$306,805	4.6%
Occupancy Expenses		
Rent	$401,752	6.0%
Building Maintenance and Repairs	$98,365	1.5%
Utilities	$39,140	0.6%
Janitorial Supplies	$7,400	0.1%
Contracted Building Services	$75,671	1.1%
Property Tax	$25,750	0.4%
Subtotal: Occupancy Expenses	$648,078	9.6%
Office Expenses		
Office Supplies and Materials	$19,725	0.3%
Office Equipment Rental and Maintenance	$57,600	0.9%
Telephone/Telecommunications	$20,880	0.3%
Legal, Accounting and Payroll Services	$108,980	1.6%
Printing and Copying	$1,315	0.0%
Postage and Shipping	$5,260	0.1%
Other Office Expense	$6,575	0.1%
Subtotal: Office Expenses	$220,335	3.3%
General Expenses		
Insurance	$33,303	0.5%
Transportation	$250	0.0%
Food Service	$214,671	3.2%
Administration Fee (to PCSB)	$66,350	1.0%
Management Fee	$0	0.0%
Other General Expense	$39,363	0.6%
Subtotal: General Expenses	$353,937	5.3%
TOTAL ORDINARY EXPENSES	$6,472,149	96.0%
NET ORDINARY INCOME	**$269,114**	**4.0%**
Depreciation Expense	$69,960	1.0%
Interest Expense	$0	0.0%
NET INCOME	**$199,154**	**3.0%**

CAPITAL BUDGET		
Computers and Materials	$32,800	0.5%
Classroom Furnishings and Supplies	$30,000	0.4%
Office Furnishings and Equipment	$5,000	0.1%
Renovation/Leasehold Improvements	$0	0.0%
TOTAL CAPITAL BUDGET	$67,800	1.0%
ASSUMPTIONS		
Student Enrollment	**263**	

Appendix E

Appendix F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	**School Request/Notification**
☐ Board Action	☐ Enrollment Ceiling Increase
☐ Notice of Concern	☐ Change in LEA Status
☐ Notice of Deficiency	☐ Lift Board Action
☐ Notice of Probation	☐ Approve Accountability Plan
☐ Charter Warning	☒ Charter Amendment
☐ Proposed Revocation	☐ Approve E-Rate Plan
☐ Revocation	☐ Operate in a New Location
☐ Charter Continuance	
☐ Charter Approval (Full)	
☐ Charter Approval (Conditional)	
☐ Charter Denial	
☐ Proposed Revisions to PCSB Existing Policy--Vote	
☐ New PCSB Policy—Open for Public Comment	
☐ New PCSB Policy—Vote	

PREPARED BY: **Carolyn Trice – School Quality and Accountability Team**

SUBJECT: **Bridges Public Charter School Charter Amendment –Full Approval**

DATE: **August 20, 2012**

PROPOSAL

Staff recommends that Bridges Public Charter School receives full approval to expand its program to serve students in kindergarten through fifth grade as it has satisfied all terms outlined its conditional approval granted in March 2012. In accordance with the amendment, Bridges will add two inclusion classrooms and one non-categorical special education classroom per grade every year beginning with kindergarten for the 2012-2013 school year until it reaches full capacity of 442 students by the 2017-2018 school year. Should the Board vote to fully approve Bridges' charter amendment, staff will conduct a pre-opening visit to document readiness of the site for student and staff occupancy prior to the opening date.

BACKGROUND

The D.C. School Reform Act of 1995, as amended, § 38-1802.04 (c) (10) allows charter schools to revise their charters with the eligible chartering authority that granted the charter. Bridges Public Charter School was chartered by PCSB in 2005 with a mission to provide a free, exemplary early childhood educational program for all preschoolers, with and without special needs. In May 2011 the school was granted full continuance of its charter and in March 2012 its charter amendment was approved with the following conditions:

- Develop kindergarten curricula for school year 2012-2013 that are aligned to Common Core State Standards in English language arts and math and Massachusetts standards in science and social studies using the Universal Design for Learning (UDL).
- Develop curricula for grades served in school year 2013-2014 and beyond using the UDL.
- Provide a detailed professional development calendar.
- Provide discipline policies for suspension, expulsion, and attendance for elementary school students in grades 1-5.
- Submit a staffing budget delineating staff responsible for the school's growth plan for school year 2012-2013 until the school reaches full capacity.
- Submit a signed lease for a facility that adequate space for staff and students projected to enroll for school year 2012-13.

Date: _____________
PCSB Action: ______Approved _______Approved with Changes ______Rejected

Changes to the Original Proposal: ____

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Appendix G

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote
- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☒ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other___________________________________

Non-Voting Board Items
- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies
- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Laterica Quinn, Equity and Fidelity Specialist**

SUBJECT: **Charter Amendment: Bridges Public Charter School Goals and Student Academic Achievement Expectations**

DATE: **November 17, 2014**

A hearing on the following Board Action occurred at the Public Charter School Board's October 14, 2014 meeting. PCSB did not receive any public comment on this proposal.

Recommendation

The DC Public Charter School Board ("PCSB") staff recommends that the Board approve the charter amendment request of Bridges Public Charter School ("Bridges PCS"), and approve the PCSB Board Chair John H. "Skip" McKoy to sign the amendment on behalf of the Board. This amendment changes the school's existing goals and student academic achievement expectations ("academic expectations") by adopting as its measure of goals and academic expectations the indicators listed in the Performance Management Framework ("PMF") for early childhood ("EC") and elementary school ("ES"). The amendment would go into effect immediately and be used to measure the fulfillment of goals and expectations in the school's upcoming charter review this school year.

As an exception to PCSB's policy of prohibiting goals changes within one year of a ten-year review, Bridges PCS was permitted to revise its goals and academic achievement expectations in the fall of 2014. PCSB staff engaged in a series of discussions with the school's leadership in preparation for its school year 2014-2015 ten-year review in the spring of 2014. During this time, both Bridges PCS's leadership and PCSB staff agreed that the goals, as written in the school's charter, did not accurately represent what the school was pursuing and would also be very difficult to assess. As a result, the school was permitted to adopt the Early Childhood and Elementary PMF as its goals and academic achievement expectations.

Early Childhood PMF

At the school's ten-year review in school year 2014-2015, the school's performance over the course of school years 2013-2014 and 2014-2015 will be assessed in alignment with the Elect the PMF as Goals (Link: PMF policy). The School Corporation will be considered to have met its goals and academic expectations if it meets or exceeds the minimum threshold (or floor) for each individual measure. For school years 2010-2011, 2011-2012 and 2012-2013, PCSB will consider the school to have met its goals if the school has met two-thirds of its goals from its approved Accountability Plans for that given year.

The table below describes the measures that the school has elected to include in the EC PMF for its early childhood program:

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 ("PK-3" and "PK-4") students, who will meet or exceed widely held expectations per the growth report on the literacy portion of the Peabody Picture Vocabulary Test ("PPVT") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Math Progress	The percentage of PK-3 and PK-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the Learning Accomplishment Profile, Third Edition ("LAP-3") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of PPVT assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the Test of Early Mathematics Ability ("TEMA") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Third Grade Literacy Achievement	The percentage of third grade students, who score proficient or advanced in reading on the DC CAS, will meet or exceed the sector's third grade average for each year.
Third Grade Math Achievement	The percentage of third grade students, who score proficient or advanced in mathematics on the DC CAS, will meet or exceed the sector's third grade average for each year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Alternative Assessment	The percentage of students with disabilities, who meet or exceed widely held expectations per the growth report on the alternative assessment, Verbal Behavior Milestones Assessment and Placement Program ("VBMAPP"), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

Elementary School PMF

The school also proposes to adopt the ES PMF. This PMF, as consistent with the PMF policy. The school currently operates PK3 through 2nd grade and at its 10th year review, it will not be measured on the ES PMF. At renewal, it will serve through grade 5 and will be held to the benchmarks within the ES PMF.

Charter Renewal

In order to be considered for meeting its goals and student achievement expectations at its 15-year charter renewal, a school will need to earn at least 55% of the possible PMF points in two of the previous three years and not fewer than 45% for any of the past five. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five *years,* the PCSB Board determines it to have met its goals and student academic achievement expectations.

Rationale

Bridges PCS was an active member in the development of the EC PMF indicators, and therefore has elected to adopt the PMF because the school feels it will be a strong tool to evaluate the quality of Bridges PCS's academic program.

Background

Bridges PCS opened its first campus in 2005 to serve students in grades PK-3 through first grade. In March 2012, Bridges PCS was granted approval by PCSB to expand into an elementary school to serve students through fifth grade**.** In school year 2013-2014 there were 211 students enrolled in grades PK-3 through first grade. Bridges PCS will have its first cohort of second grade students in 2014-2015, and plans to add a grade each school year until the school reaches capacity with fifth grade during the 2017-2018 school year.

Overall, the school has historically met its academic goals as part of the school accountability plan. According to the 2013 PCSB School Performance Report, Bridges PCS met eight of its nine performance targets for PK-3 through kindergarten students in school year 2012-2013. In school year 2011-2012, Bridges PCS met 100% of its performance targets for grades PK-3 and 4.

Bridges PCS is a candidate for 10-year review during the 2014-2015 school year.

Notification

PCSB notified relevant elected officials and ANCs, as well as publishing the proposed amendment on its website and the DC Register. Notifications in their entirety may be found at: http://bit.ly/1E6Xc5q.

Attachments to this Proposal

Attachment A: Charter amendment petition
Attachment B: Charter Agreement Amendment

Date: ____________
PCSB Action: ______Approved _______Approved with Changes ______Rejected

Changes to the Original Proposal: ____

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ATTACHMENT A

Charter Amendment Petition

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY:	**Olivia Smith – Bridges Public Charter School**
SUBJECT:	**Petition to Amend Goals and Academic Achievement Expectations**
DATE:	**September 5, 2014**

REQUEST

Bridges Public Charter School submits to the DC Public Charter School Board ("PCSB") this petition to amend the goals and student academic achievement expectations ("academic expectations") included in its charter by **adopting the PMF as its goals[1].**

BACKGROUND

Please address the following questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; and (3) the expiration date of the school's charter agreement.

   Bridges PCS opened in September 2015 and served Pre-K 3 and Pre-K 4 students exclusively until September 2012. Bridges PCS request to expanding into an elementary school program was approved in the spring of 2012. The school currently serves grades Pre-K 3 to 2nd grade. The school is expanding to 5th grade by the 2017 – 2018 school year. Bridges PCS is currently up for our 10th year review during the 2014 – 2015 school year.

2. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

   See attachment A for details on our school academic performance history for the past three years. The school has overall meet our academic goals as part of the school accountability plan. All goals were met for the 2013-2014 school year. For the 2012-2013 school year all Pre-K goals were met. All but one of the Kindergarten progress goals were meet. For the 2011-2012 school year all goals were meet.

Proposed Goals and Academic Achievement Expectations

1. Explain the school's rationale for amending its goals and academic expectations.

Bridges PCS was an active member in the development of the ECE PMF indicators. The school was part of the ECE working group and feels that the ECE PMF will be a strong process to evaluate the quality of the school's academic program. The ECE PMF indicators mirror what was part of Bridges' individual school accountability plan historically. There are no changes needed to what assessments the school will use for the ECE PMF.

2. How will the new goals and academic expectations support or enhance the school's mission?

   The ECE PMF and the assessments we have selected are a good match for getting data on the Bridges' program to determine instructional quality. We were able to select assessments that work well for our student population which include a high number of students with special needs. Again the goals mirror the Bridges historical accountability plan so we are comfortable with adopting the ECE PMF.

3. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment.

   Bridges PCS is adopting the PMF indicators.

4. Has the school informed stakeholders (including staff and parents) of the proposed goals and expectations? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

   The ECE PMF mirrors Bridges' individual school accountability plan, so there are no changes to what assessments the school will use for the ECE PMF. We will notify stakeholders that Bridges will officially adopt the ECE PMF and that the school was an active participant in the PCSB' working group that developed this accountability process.

2013-2014 School year PMF Results for Bridges PCS

All targets meet for 2013-2014 school year.

Pre-K 3 & Pre-K4

PMF Goal: Student Progress – Academic Improvement over time		
Assessment for Reading & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: PPVT ▪ Students will increase their standard score by at least four points. ▪ Floor is 60%, Target is 100%.	▪ 98% of students demonstrated a gain of at least 4 standard score points by the year end.	▪ Yes
Assessment for Math & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: LAP-3 (Cognitive Domain) ▪ Students can demonstrate progress even if their Beginning of Year and End of Year scores are significantly below grade level. ▪ Floor is 60%, Target is 100%.	▪ 91% of students demonstrated progress by year end.	▪ Yes
PMF Goal: Student Achievement – Meeting or exceeding academic standards		
Assessment for Reading & Student Progress Targets	**Bridges Achievement Results**	**Met Target?**
Assessment: PPVT ▪ Students will achieve a standard score of at least 86. ▪ Floor is 60%, Target is 100%.	▪ 91% of students achieved a standard score of 86 or higher by year end.	▪ Yes
Assessment for Math & Student Achievement Targets	**Bridges Achievement Results**	**Met Target?**
Achievement is not evaluated in Math for Pre-K 3 & Pre-K 4 students.	**Not Applicable.**	

PMF Goal: Leading Indicators – Predictors of future student progress and achievement		
Leading Indicator Targets	**Leading Indicators Results**	**Met Target?**
Average daily attendance at school ▪ Floor is 80%, Target is 90%.	▪ The average daily attendance was 91.3% for Pre-K 3. ▪ The average daily attendance was 91.5% for Pre-K 4.	▪ Yes

Kindergarten & 1st grade

PMF Goal: Student Progress – Academic Improvement over time		
Assessment for Reading & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: PPVT ▪ Students will increase their standard score by at least four points. ▪ Floor is 50%, Target is 90%.	▪ 90% of students demonstrated a gain of at least 4 standard score points by the year end.	▪ Yes
Assessment for Math & Student Progress Targets	**Bridges Progress Results**	**Met Target?**
Assessment: TEMA ▪ Students will increase their standard score by at least four points. ▪ Floor is 50%, Target is 90%.	▪ 83% of students demonstrated a gain of at least 4 standard score points by the year end.	▪ Yes
PMF Goal: Student Achievement – Meeting or exceeding academic standards		
Assessment for Reading & Student Progress Targets	**Bridges Achievement Results**	**Met Target?**
Assessment: PPVT ▪ Students will achieve a standard score of at least 86.	▪ 85% of students achieved a standard score of 86 or	▪ Yes

▪ Floor is 50%, Target is 90%.	higher by year end.	
Assessment for Math & Student Achievement Targets	**Bridges Achievement Results**	**Met Target?**
Assessment: TEMA • Students will achieve a standard score of at least 86 or higher. ▪ Floor is 50%, Target is 90%.	▪ 76% of students achieved a standard score of 86 or higher by year end.	▪ Yes
PMF Goal: Leading Indicators – Predictors of future student progress and achievement		
Leading Indicator Targets	**Leading Indicators Results**	**Met Target?**
Average daily attendance at school ▪ Floor is 82%, Target is 92%.	▪ The average daily attendance was 92.0% for K. ▪ The average daily attendance was 92.8% for 1st grade.	▪ Yes

2012-2013 Accountability Plan Results

All Pre-K goals were meet. All but one Kindergarten goals were met.

Pre-K 3 & Pre-K4

Student Progress Targets	Progress Results	Met Target?
▪ 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of 4 standard scale points or score at least 85 by the spring administration on the Peabody Picture Vocabulary Test (PPVT).	▪ 92.7% of students demonstrated a gain of 4 points or scored at least 85.	▪ Yes
▪ 75% of pre-kindergarten-3 students will increase by 6 letters or master at least 11 by the spring administration of the Individual Growth and Development Indicators (IGDI) assessment.	▪ 91% of students increased by 6 letters or mastered at least 11.	▪ Yes
▪ 80% of pre-kindergarten-4 students will increase by 6 letters or master at least 16 by the spring administration of the Individual Growth and Development Indicators (IGDI) assessment.	▪ 88.6% of students increased by 6 letters or mastered at least 16.	▪ Yes
Leading Indicator Targets	**Leading Indicators Results**	**Met Target?**
▪ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	▪ The average daily attendance was 96.1%	▪ Yes
▪ On average, kindergarten students will attend school 92% of the days.	▪ The average daily attendance was 95.6%.	▪ Yes
Mission Specific Targets	**Mission Specific Results**	**Met Target?**
▪ 80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of year parent satisfaction survey.	▪ 92.9% of parents surveyed reported being satisfied or highly satisfied.	▪ Yes

Kindergarten

Student Progress Targets	Progress Results	Met Target?
▪ 80% of kindergarten students will be on or above a level D or higher or will increase their reading level by 2 reading skill development levels by the spring administration of the Fountas and Pinnell Reading Assessment. ▪ 80% of kindergarten students will know 25 sight words or more or will increase the number of sight words that they will recognize by 10 words by the spring administration of the Fountas and Pinnell Reading Assessment. ▪ 80% of kindergarten students will know 52 letters (upper and lower case) or increase the number of letters that they recognize by 20 letters by the spring administration of the Fountas and Pinnell Reading Assessment.	▪ 58% of students met this goal. ▪ 81% of students met this goal. ▪ 85% of students met this goal.	▪ No ▪ Yes ▪ Yes
Leading Indicator Targets	**Leading Indicators Results**	**Met Target?**
▪ On average, kindergarten students will attend school 92% of the days.	▪ The average daily attendance was 95.6%.	▪ Yes
Mission Specific Targets	**Mission Specific Results**	**Met Target?**
▪ 80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of year parent satisfaction survey.	▪ 92.9% of parents surveyed reported being satisfied or highly satisfied.	▪ Yes

2011-2012 Accountability Plan Results

Bridges PCS meet all student progress targets for the 2011-2012 school year.

Student Progress Targets	Results	Target Met
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of 4 standard scale points or score at or above the benchmark of 85 by the spring administration on the Peabody Picture Vocabulary Test (PPVT).	92% of students demonstrated a gain of 4 points or scored at least 85.	Yes
75% of pre-kindergarten-3 students will increase their scores by 6 letters or master at least 11 letters by the spring administration of the Individual Growth and Development Indicators (IGDI) assessment.	84.9% of students increased by 6 letters or mastered at least 11.	Yes
80% of pre-kindergarten-4 students will increase their scores by 6 letters or master at least 16 letters by the spring administration of the Individual Growth and Development Indicators (IGDI) assessment.	83.3% of students increased by 6 letters or mastered at least 16.	Yes

ATTACHMENT D

SECOND AMENDMENT TO JUNE 8, 2005 CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND BRIDGES PUBLIC CHARTER SCHOOL

This Second Amendment (the “Amendment”) is entered into by **Bridges Public Charter School**, a District of Columbia nonprofit corporation (the “School Corporation”) and the District of Columbia Public Charter School Board (“PCSB”; collectively, the Parties). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract, dated June 8, 2005 (the “Charter Agreement”) wherein the School Corporation agreed, among other things, to operate a public charter school (the “School”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the “Act”).

WHEREAS, on August 20, 2012, PCSB voted to approve a petition from the School Corporation to expand its program to serve students in pre-kindergarten-3 through fifth grade.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and PCSB agree to amend the Charter Agreement as follows:

1.1 Section 1(d), located on pages eleven and twelve of the School Corporation’s Charter Application attached to the Charter Agreement, is struck in its entirety and replaced with the following.

d. Goals and Academic Achievement Expectations.

A. PCSB Performance Management Frameworks

The School Corporation has selected as its goals and academic achievement expectations for its pre-kindergarten-three through second grade programming the indicators included in the Early Childhood Performance Management Framework and for its third through fifth grade students the Elementary School PMF (the “EC PMF” and “ES PMF,” respectively, “PMFs” collectively). PCSB will begin evaluating the School Corporation according to the ES PMF in the first academic year that the School Corporation serves both third and fourth grades. In the year prior, it will measure the performance of the School Corporation’s third grade class as part of the EC PMF.

Changes to the PMFs implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the School Corporation's academic achievement expectations. However, if changes are made to PMFs that the School Corporation elects not to accept, the School Corporation reserves its right to submit to PCSB a petition for a charter revision pursuant to D.C. Code § 38-1802.04(c)(10).

If, at any time during the duration of the Charter Agreement, PCSB approves the School Corporation to operate two or more campuses and the School Corporation operates these campuses, PCSB will operate each campus individually and all campuses collectively using the measurements of academic achievement expectations and goals outlined in this Section. In this Section, a "**campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities.

B. EC PMF Measurement and Assessments.

For the 2014-15 academic year and every academic year thereafter, the School Corporation shall use the assessments included in the table below to measure the Student Progress and Achievement Indicators of the EC PMF. The School Corporation's performance on these assessments will determine whether it met the goals listed in the table below until the PCSB determines the performance standards for the EC PMF tiers. After PCSB establishes the criteria for the EC PMF tiers, the School Corporation will be considered to have met its goals and academic achievement expectations if it meets performance standards to be set by PCSB.

Domain	**Goals**
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 ("PK-3" and "PK-4") students, who will meet or exceed widely held expectations per the growth report on the literacy portion of the Peabody Picture Vocabulary Test ("PPVT") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Pre-kindergarten Math Progress	The percentage of PK-3 and PK-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the Learning Accomplishment Profile, Third Edition ("LAP-3") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the Classroom Assessment Scoring System ("CLASS Assessment"), a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of PPVT assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the Test of Early Mathematics Ability ("TEMA") assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Third Grade Literacy Achievement	The percentage of third grade students, who score proficient or advanced in reading on the DC CAS, will meet or exceed the sector's third grade average for each year.

Domain	Goals
Third Grade Math Achievement	The percentage of third grade students, who score proficient or advanced in mathematics on the DC CAS, will meet or exceed the sector's third grade average for each year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Alternative Assessment	The percentage of students with disabilities, who meet or exceed widely held expectations per the growth report on the alternative assessment, Verbal Behavior Milestones Assessment and Placement Program ("VBMAPP"), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

C. Standard for Charter Review and Renewal.

a. Ten-Year Review (2014-15).

For the purposes of the School Corporation's ten-year review in school year 2014-2015, its performance will be assessed as follows:

i. 2010-2011, 2011-2012 and 2012-2013 Academic Years.

For the 2010-2011, 2011-2012 and 2012-2013 Academic Years, PCSB will consider the School Corporation to have met its goals and academic achievement expectations if the school has met two-thirds of its goals from its approved Accountability Plans for each of those years.

ii. 2013-2014 and 2014-2015 Academic Years.

For the 2013-2014 and 2014-2015 Academic Years, PCSB will consider the School Corporation to have met its goals and academic achievement expectations if it has met or exceeded the minimum threshold (or floor) for each individual measure of the EC PMF.

b. Charter Renewal

With respect to the EC PMF, the School Corportion will be considered to have met its goals and academic expectations if it meets performance standards to be set by PCSB.

With respect to the ES PMF, PCSB will consider the School Corporation to have met its goals and student achievement expectations at its 15-year charter renewal if the School Corporation has earned at least 55% of the possible PMF points in two of the previous three years (but two of the past four years through the 2017-2018 review cycle) and not under 45% for any of the past five.

If the School Corporation has not achieved the points identified in the previous paragraphs, but has demonstrated annually consistent improvement over the course of the five years, PCSB may determine that it has met its goals and student academic achievement expectations. In any event, if the School Corporation achieves less than 45% of the possible PMF points on the 2014-2015 PMF, it will not be penalized.

SECTION 2. TERMS AND CODITIONS OF AMENDMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 **Counterparts and Electronic Signature**. This Amendment may be signed by the Parties 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. Electronic signatures by either of the parties shall have the same effect as original signatures.

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

2.6 **Assignment**. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 **No Third Party Beneficiary**. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability 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.

2.8 **Waiver**. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 **Dispute Resolution**. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) 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 of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210

Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Bridges Public Charter School
1250 Taylor Street, NW
Washington, DC 20011
Attention: Olivia Smith, Founder/Executive Director
Email: osmith@bridgespcs.org
Telephone: (202) 545-0515

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

BRIDGES PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By:_______________________	By:_______________________
Name: _____________________	John H. "Skip" McKoy
Title: _____________________	PCSB Board Chair
Date: _____________________	Date: _____________________

Appendix H

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal	**School Request**
☐ Board Action	☐ Enrollment Ceiling Increase
☐ Notice of Concern	☐ Change in LEA Status
☐ Notice of Deficiency	☐ Lift Board Action
☐ Notice of Probation	☐ Approve Accountability Plan
☒ Charter Warning	☐ Operate in a New Location
☐ Proposed Revocation	☐ Charter Amendment
☐ Revocation	☐ Approve E-Rate Plan
☐ Charter Continuance	
☐ PCSB Policy	

PREPARED BY: **Schools Committee (Carolyn Trice)**

SUBJECT: **Bridges Public Charter School - Preliminary Charter Review**

DATE: **February 22, 2010**

BACKGROUND

As part of the PCSB monitoring process, schools in their fifth year of operation receive feedback on their academic, non-academic, and organizational performance related to compliance, governance, and fiscal management against the goals set out in the school's accountability plans and the PCSB's Charter Review Framework. Any school that has not met all of the performance standards outlined in the Fifth Year Review Criteria is in jeopardy of being placed on charter warning. Therefore, the PCSB has established a process to review the status of a school's charter and to notify schools of its status and next steps pending the board's preliminary charter review decision.

The purpose of the Preliminary Charter Review is to assess a school's performance over a four year period. Schools that are undergoing preliminary charter review, that are placed on charter warning, will have an opportunity to take corrective action to improve their outcomes and thus avoid possible charter revocation by being responsive to the results of the preliminary charter review conducted in year five.

Bridges Public Charter School opened in fall of 2005. The school serves 3 and 4 year olds with a focus on a providing a developmentally appropriate, comprehensive foundation for young children in an inclusive early childhood setting. In its first year of operation, the school faced several challenges with facilities and funding that required considerable energy and focus from leadership and staff. Therefore critical areas of the school's development were hindered by these opening challenges.

Although Bridges has attained the majority of its fourth year academic targets, meeting the third year targets proved to be a challenge as student performance declined in two of three non-baseline targets. However, the school's Program Development Reviews indicate the Bridges' academic program is on an upward trajectory, with the school consistently scoring proficient and exemplary on the curriculum, instruction, and assessment indicators. The school's most recent Program Development Review reflects that Bridges has made modifications to the school's academic, non-academic, and management components based upon recommendations from previous reviews.

Based on an analysis of Bridges' fourth year accountability plan performance, the school met the non-academic, governance, compliance, and financial performance standards for the Charter Review. The school, however, did not meet the academic performance standards.

PROPOSAL

Bridges Public Charter School met the non-academic, and organizational (governance, compliance, and financial) performance standards based on the PCSB's Charter Review Framework. The school did not meet the academic standard. Therefore, the school is a candidate for charter warning.

Date: ____________

PCSB Action: ______Approved _______Approved with Changes ______Rejected

Changes to the Original Proposal:____

____

____

____

Appendix I

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

BRIDGES PUBLIC CHARTER SCHOOL

Executive Summary

Bridges Public Charter School has been in existence for six years. Based on the School Reform Act, §38-1802.13(a) (b)[1], Bridges Public Charter School is not a candidate for charter revocation. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter; has met the goals and student achievement expectations set forth in the charter; has engaged in generally accepted accounting principles; and has not engaged in a pattern of fiscal mismanagement and is economically viable.

Charter Review Analysis

The following analysis of Bridges Public Charter School's charter addresses whether it is a candidate for revocation based on §38-1802.13(a) (b) of the School Reform Act:

(1) Has the school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities? *No.*

There is no evidence that Bridges Public Charter School has committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities. The school has submitted Annual Reports in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and had no compliance, governance or financial issues during the 2009-2010 school year. Additionally, the school passed the Preliminary Charter Review's compliance, governance, and financial standards based on data from the 2005-2009 school years.

(2) Has the school failed to meet the goals and student academic achievement expectations set forth in the charter? *No.*

Bridges Public Charter School has achieved its goals and has met student achievement expectations. For example, Bridges' Gateway assessment is the Kindergarten readiness assessment tool the Bracken. The Bracken measures four year old students' knowledge in the following kindergarten-readiness areas: colors, letter recognition, numbers, sizes and shapes. The Bracken was administered in English and Spanish to all students who would be entering Kindergarten during the 2010-2011 school year. The benchmark for the Bracken assessment is a standard score of 85 or higher.

[1] Pursuant to the School Reform Act, §38-1802.13(a) (b), a public charter school may be a candidate for revocation if the eligible chartering authority determines that the school: 1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) Failed to meet the goals and student academic achievement expectations set forth in the charter; 3) Engaged in a pattern of non-adherence to generally accepted accounting principles; 4) Engaged in a pattern of fiscal mismanagement; or 5) Is no longer economically viable.

For the 2009-2010 school year 79% of all Bridges' pre-k students (4 year olds) met the benchmark of 85 or higher demonstrating kindergarten-readiness. 93% of four year old students who have been in the Bridges' program two years met the benchmark of 85 as a standard score or higher. When looking at student performance data separating of (non-ELL) and English Language Learners (ELL) the following results were recorded on the Bracken. For all non-ELL students (4 year olds) tested, 100% met the benchmark of 85. For all ELL students (4 year olds) tested, 79% met the benchmark of 85.

In further analysis of Bracken performance, special education students performed as well as or better than general education peers with 88% of four year olds meeting the benchmark of a standard score of 85. It is significant to note that comparison of all the groups (all 4 year olds, non-ELLs, ELLs, ELLs tested in English vs. Spanish and ELLS tested in both), near mastery of kindergarten readiness skills is demonstrated. With these results, it is evident that the Bridges' program is preparing the majority of four year olds for kindergarten success regardless of their language dominance or the language of test administration. It is also very clear that two years in the Bridges' program is more beneficial for student achievement than one year as 93% of four year olds met the benchmark as opposed to 79% of four year olds overall. For further quantitative and quantitative analysis please refer to the Student Outcomes Narrative.

(3) Has the school engaged in a pattern of non-adherence to generally accepted accounting principles?

Based on its interim financial reports and annual financial audits, Bridges PCS has adhered to GAAP. Key results of the FY10 financial audit are as follows:

Summary of Audit Results (GAS)

- The auditors' report expresses an unqualified opinion on the financial statements.
- Financial statements conform to accounting principles generally accepted in the United States of America.
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported in the report of internal control over financial reporting
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported on compliance and other matters based on an audit of financial statements performed in accordance with GAS.

- No instances of noncompliance material to the financial statements were disclosed during the audit.

Summary of prior audit findings and corrective action plan
Not applicable as there were no prior findings

Other information
The school incurred a $181K increase in net assets during the year

- **Cumulative net asset surplus of $241K**
  - **$334K of cash at the end of the year**

Overall, Bridges PCS has been efficient in administering accounting policies which follow PCSB accounting guidelines.

Bridges PCS has submitted it annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-10) received an unqualified opinion.

(4) Has the school engaged in a pattern of fiscal mismanagement?
Based on the information available, PCSB believes that the Bridges has solid fiscal management processes in place. The school's audit reports (FY06-FY10) reflect sound accounting and internal controls policies. The school has done an adequate good job submitting all necessary documents to PCSB for review when required. The school must aim to grow its cash reserve accumulation to a sufficient level capable of absorbing three to six months of operating expenditures. The school should continue to rely upon debt only when necessary.

For the year ending June 30, 2010, the school's nets assets increased to $242K up from $61K the prior year. Additionally, the school's liquidity ratio of 1.18 is an indication that school has rebounded from its earlier liquidity challenges. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(5) Is the school no longer economically viable?

Based on the information contained in the tables and charts above, PCSB staff concludes that Bridges PCS is economically viable and of sound fiscal health.

The following table is a representation the school's assets, liabilities and net assets at the conclusion of its last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

BRIDGES PUBLIC CHARTER SCHOOL

BRIDGES: 5-YEAR BALANCE SHEET ANALYSIS	2006	2007	2008	2009	2010
Assets					
Current Assets:					
Cash	$ 76,491	$ 54,090	$ 48,924	$ 45,952	$ 333,597
Accounts receivable	$ 113,954	$ 128,333	$ 219,078	$ 259,015	$ 82,834
Prepaid expenses	$ 23,700	$ 22,074	$ 25,724	$ 27,441	$ 13,163
Total Current Assets	$ 214,145	$ 204,497	$ 291,726	$ 332,408	$ 429,594
Fixed Assets					
PPE net	$ 398,062	$ 390,918	$ 348,410	$ 291,155	$ 239,899
Total NonCurrent Assets, net	$ 398,062	$ 390,918	$ 348,410	$ 291,155	$ 239,899
Other assets	$ 49,340	$ 42,309	$ 38,126	$ 33,942	$ 29,758
Total assets	**$ 661,547**	**$ 637,724**	**$ 678,262**	**$ 657,505**	**$ 699,251**
Liabilities and Net Assets					
Current liabilities					
Accounts payable	$ 102,895	$ 118,829	$ 171,152	$ 217,123	$ 178,091
Accrued compensation	$ 68,456	$ 97,033	$ 140,067	$ 135,888	$ 110,344
Line of credit	$ 98,375	$ 70,000	$ -	$ -	$ -
Deferred revenue	$ 47,470	$ 22,831	$ 84,885	$ 61,498	$ 49,485
Note payable, current portion	$ 73,004	$ 82,166	$ 84,665	$ 87,023	$ 7,370
Note from director	$ 2,500	$ -	$ -	$ -	$ -
Capital lease obligation, current	$ 3,590	$ 1,758	$ -	$ -	$ -
Total current liabilities	$ 396,290	$ 392,617	$ 480,769	$ 591,532	$ 365,290
Long-term liabilities					
Note payable, non-current	$ 269,807	$ 171,965	$ 87,240	$ 7,370	$ -
Deferred rent liability	$ 34,329	$ 59,066	$ 76,830	$ 88,044	$ 92,412
Obligation under capital lease, non-current	$ 2,101	$ -	$ -	$ -	$ -
Total liabilities	**$ 693,527**	**$ 623,888**	**$ 644,839**	**$ 596,946**	**$ 457,702**
Net Assets:					
Net Income	$ (74,516)	$ 46,136	$ 19,287	$ 27,136	$ 180,990
Beg. Net Assets	$ 42,536	$ (31,980)	$ 14,136	$ 33,423	$ 60,559
Total Net Assets (Ending Net Assets)	$ (31,980)	$ 14,136	$ 33,423	$ 60,559	$ 241,549
Total liabilities and net assets	**$ 661,547**	**$ 637,724**	**$ 678,262**	**$ 657,505**	**$ 699,251**
Long-term debt/ Total Equity ratio:	(8.1553)	12.1608	2.6102	0.1217	-
Net-working capital:	$ (182,145)	$ (188,120)	$ (189,043)	$ (169,124)	$ 64,304
Liquidity ratio:	0.54	0.52	0.61	0.56	1.18

The school's total assets have remained somewhat flat ($600K-$700K) since FY2006. Additionally, as the years have progressed, a greater portion of the total assets is attributable to current assets rather than fixed assets. Two positives… On the other hand, total liabilities have continued to decline over time, placing less stress on the school's budget and cash flows.

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

BRIDGES PUBLIC CHARTER SCHOOL

The following table is a representation of the school's revenues and expenditures over the last five fiscal periods (FY06 through FY10).

BRIDGES: 5-YEAR SOA ANALYSIS	2006	2007	2008	2009	2010
Revenue:					
Support and revenue:					
Revenue	$ 1,070,785	$ 2,037,554	$ 2,665,634	$ 2,710,745	$ 2,334,809
Total revenue	**$ 1,070,785**	**$ 2,037,554**	**$ 2,665,634**	**$ 2,710,745**	**$ 2,334,809**
Expenses:					
Personnel costs	$ 583,968	$ 835,464	$ 1,095,019	$ 1,248,136	$ 1,142,065
Direct Student costs	$ 78,885	$ 112,213	$ 109,071	$ 85,356	$ 294,388
Occupancy expenses	$ 210,221	$ 274,101	$ 290,226	$ 249,696	$ 277,540
General and administrative expenses	$ 272,447	$ 769,660	$ 1,158,031	$ 1,100,421	$ 439,828
Total expenses	**$ 1,145,301**	**$ 1,991,438**	**$ 2,646,347**	**$ 2,683,609**	**$ 2,153,819**
Net Income	$ (74,516)	$ 46,116	$ 19,287	$ 27,136	$ 180,990
Beginning Net Assets	$ 42,536	$ (31,980)	$ 14,136	$ 33,423	$ 60,559
Total Net Assets (Year End Balance)	$ (31,980)	$ 14,136	$ 33,423	$ 60,559	$ 241,549
Profit margin	-7%	2%	1%	1%	8%
Personnel costs/Total Revenue	55%	41%	41%	46%	49%
School Program/Total Revenue	7%	6%	4%	3%	13%
Occupancy expenses/Total Revenue	20%	13%	11%	9%	12%
G&A expenses/Total Revenue	25%	38%	43%	41%	19%

Bridges PCS has concluded its last four fiscal periods with positive net income balances. The school has been able to able to amass a net asset reserve as a result of its consistent budgetary successes (see table below). That said, school leadership must strive to grow the school's cash reserves to levels sufficient enough to cover three to six months of operating expenses.

Fiscal Period	2006	2007	2008	2009	2010
Net Income	$ (74,516)	$ 46,116	$ 19,287	$ 27,136	$ 180,990
Net Assets	$ (31,980)	$ 14,136	$ 33,423	$ 60,559	$ 241,549

Bridges PCS has been able to successfully manage its working capital needs and has been able to generate a positive working capital balance at the conclusion of its last fiscal period. The school struggled in the arena years 1 through 4 (see table below). Because of its recent budgetary successes, the school has sufficient liquid assets as indicated by the FY10 year ending liquidity ratio of 1.18.

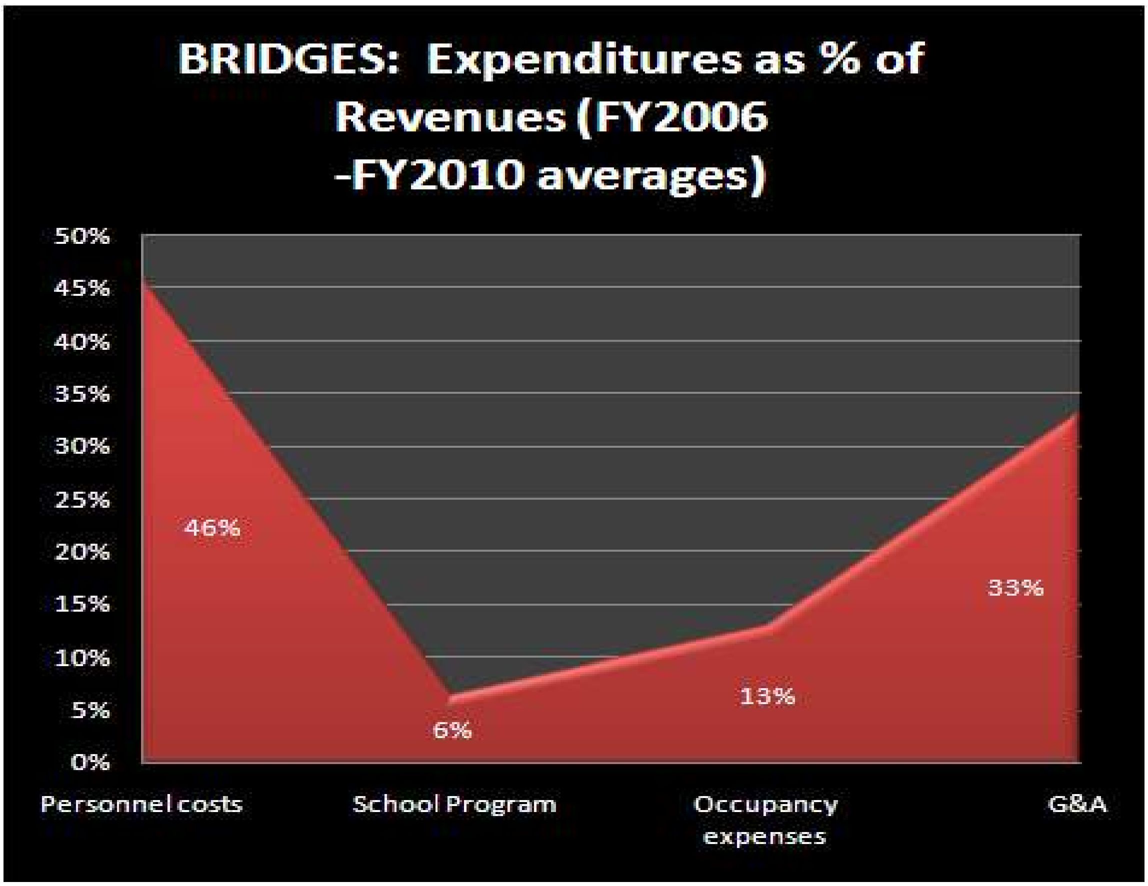
Fiscal Period	2006	2007	2008	2009	2010
Net Working Capital	$ (182,145)	$ (188,120)	$ (189,043)	$ (169,124)	$ 64,304
Liquidity ratio	0.54	0.52	0.61	0.66	1.18

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

BRIDGES PUBLIC CHARTER SCHOOL

Bridges PCS makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 46% and 13% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).



Appendix J

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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CATEGORY LISTING

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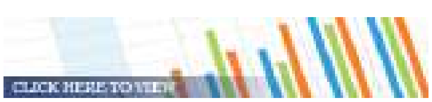

AGENDAS/MINUTES/BOARD DECISIONS

Back

February 28, 2011

Board Members in Attendance:
Mr. Don Soifer, Presiding; Mr. Will Marshall; Ms. Emily Bloomfield; Ms. Sara Mead; and Mrs. Josephine Baker (ex-officio)

Mr. Don Soifer called the meeting to order at 6:45pm.

Approval of the January Minutes
Mr. Don Soifer asked for a motion for the minutes from the January meeting. Mr. Will Marshall moved the motion. Ms. Sara Mead seconded, the motion was unanimously accepted, and the January minutes were approved.

Acknowledgement of Public Officials
No elected officials were present.

Administrative Committee
The contracts for February 2011 for more than $25,000 were received by the PCSB and were read and accepted into the record.

School Oversight Committee – Request to Operate in a New Location-Options Public Charter School
Representatives: Jeff Smith, Board of Directors; David Crawford, clinical director; Sharee Lawler, Advisory Neighborhood Commissioner

Mr. Clarence Parks from staff introduced the request to the Board for Options Public Charter School to establish an alternative site for students with severe emotional or discipline issues.

Mr. Jeff Smith spoke about the popularity of Options as a place for students who have disciplinary issues, until the state requested that Options take on more students.

Mr. Don Soifer asked if the influx of these new students is the reasoning for the increased number of reportable incidents. A representative from the school answered that that was indeed the reason for the increased number of reportable incidents at the school, and began reading into record Options new proposal for meeting the needs of these new students including their academic curriculum changes, behavior intervention plans, and therapy sessions with a psychiatrist.

Mr. Don Soifer asked that Options explain the details of the timeline for the move to the new site. A representative from Options replied that the proposed new site is not currently occupied by another party, but that it is furnished and ready for their occupation upon PCSB approval. Mr. Don Soifer asked if occupation could happen right away, depending on Board approval. The same representative from Options said that they are ready to move into the new location in a few days of Board approval.

Mr. Don Soifer asked about IDEA compliance and for a discussion about the manifestation of disability, and if Options' new plan would be compliant with IDEA and federal special education regulations. The same representative from earlier stated that yes, it is, and that they confirmed with the Office of the State Superintendent of Education (OSSE), who they collaborated with on this.

Mr. Don Soifer wanted clarification that the only students using the site would be the students that are being discussed- those students in the proposed 45 day plan, and whose needs are not being met in their current setting and require more wrap around services. A representative from the school replied that that was indeed the case.

Ms. Sara Mead asked if these students had been placed in the new site previously. A representative from the responded that these students had not been placed at the site previously. Ms. Sara Mead then asked where then were they placed. She was informed by a representative from the school that they were placed in a church across the street, a location that the Board had not approved. Representatives from Options apologized to the Board for placing students in a location not given previous Board approval and told the Board that they didn't know that they needed prior Board approval to operate in new locations.

Ms. Emily Bloomfield asked if the students are coming out of residential or day settings, and was told by representatives from the school that they are coming from a combination of

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settings. Ms. Emily Bloomfield stated that Options isn't providing a residential program for the kids who were in residential programs, and asked what they're doing to meet the needs of those students. A representative from the school answered that Options reviews each student's IEP, and that when students are moved from residential facilities into a situation where there are 300-400 students, that these students have difficulty in dealing with such a transition. Ms. Emily Bloomfield asked if the new setting is a combination of residential and standard settings, and was told by a representative from the school that Options was looking at the model of some DCPS schools where there are 10 students in each class, along with three adults. A representative from the school elaborated that the proposed facility is small and that there is no hallway and no stairwell for students to hide and cut class. The number of students in the facility would be quite small, and the way that they plan on moving the students would be restrictive, logistically speaking.

Ms. Emily Bloomfield asked if students sent there for disciplinary infractions have due process rights and if this location would increase the number of students at Options. She was informed that the students do have due process rights and that the move to the new location would not increase the number of students enrolled at Options.

Mr. David Crawford went into detail about each individual student's clinical behavior plans and the measures in place for formal and informal evaluation.

Ms. Emily Bloomfield asked how the school was financing the new location. A representative from the school answered that Options operates in a frugal manner as much as possible and is thus able to find the financing to operate this program.

Mr. Will Marshall asked how the state could ask them to take on more students. A representative from the school said that they had not reached their enrollment cap when the state took their action. Mr. Will Marshall asked what else Options has done to deal with the complaints stemming from their situation. A representative answered that they are doing more work to be involved with their ANC. The school's principal, Robert Allen, then approached the Board to address that issue.

Mr. Allen addressed the board discussing dismissal policies and how staff is dispersed blocks from the school itself to make sure dismissal is orderly. The school goes to police meetings to be responsive to their neighbors' concerns. Inside the school they have dedicated their dean to do nothing but mediations (208 of them thus far). It has resulted in a marked decline in aggression, but the numbers are still quite high. He added that Options also engages in home visits, and that he personally does door to door visits with community members to see how they're doing. He hands out his cell phone number to them as well.

Mr. Don Soifer asked for a clarification about a point related to parent appeals and if they are fully compliant with IDEA process and federal special education laws. A representative from the school answered that it is.

Mr. Don Soifer asked ANC Commissioner Sharee Lawler about parking. Commissioner Lawler is not from the proposed location, and could not speak to that issue. She said she is very pleased with her relationship with Options.

Mrs. Josephine Baker asked how they're doing their Race to the Top (RttT) responsibilities in addition to this current proposal. A representative from the school said that they're being monitored very closely by OSSE in regards to their RttT program.

Mr. Don Soifer asked for someone to address parking at the new location. A representative from the school answered that they've rented space from New Bethany Baptist Church.

Mr. Don Soifer asked if the new school would maintain the same hours as the current location. A representative from the school answered no, and that the new location would operate from 9am-2:45pm for academic courses, and at 2:45 students will receive counseling.

Ms. Emily Bloomfield moved the motion to approve the new location. Mr. Will Marshall seconded. All were in favor except for Ms. Sara Mead who opposed. Motion passed.

School Oversight Committee- Request to Delay Opening- DC Preparatory Academy Public Charter School Elementary School Campus
Representatives: None.

Ms. Kimberly Worthington from the staff introduced DC Preparatory Academy's request to open a consolidated elementary school in Ward 8 before the Board. Mr. Will Marshall moved to grant their request to delay. Ms. Sara Mead seconded. The motion passed unanimously.

School Oversight Committee - Charter Review – Capital City Public Charter School
Representatives: Karen Dresden, Head of School; Ms. Candace Crawford, Chair of Board

Ms. Kimberly Worthington introduced the review findings before the Board. Based on the School Reform Act, Capital City is not a candidate for charter revocation.

Ms. Karen Dresden began by stating the school's accomplishments in recent history including the start of an upper school and their DC CAS test scores. She also discussed what they're doing to address their challenges as well.

Ms. Candace Crawford spoke of the school's plans to expand programs and for new spaces to meet their expansion goals.

Mr. Don Soifer asked for a motion for continuance. Ms. Sara Mead moved for a motion, Ms. Emily Bloomfield seconded, and all were in favor. Charter continuance was granted.

School Oversight Committee – Charter Review - Paul Public Charter School
Representatives: Jim Moss, Board Chair; Kimberly Spriggs; Sterling Ward, Board Member; Kathleen Geary, Board Member; Jami Dunham, Head of School; Danielle Singh, Head of Academics

Ms. Kimberly Worthington introduced the review findings before the Board. Based on the School Reform Act, Paul is not a candidate for charter revocation.

Ms. Jami Dunham gave a summary of Paul's gains and current academic status to the Board.

Ms. Danielle Singh discussed some of the school's changes from 2006 until now to make progress, and some of their continuing challenges.

Ms. Kimberly Spriggs spoke on Paul's financial status and their success in moving forward even with state funding shortfalls and enrollment changes. She also mentioned the possibility of adding a high school and exploring the feasibility of such a move.

Mr. Jim Moss spoke about how much of school leadership and their board is new and that the school is in a transition. He spoke of how the school's board has taken on greater responsibility in making AYP and finding avenues to make further progress and oversee that the school maintains sound fiscal standing.

Mr. Don Soifer asked for further info on re-enrollment and enrollment. Ms. Jami Dunham detailed how many of the schools in the area have transitioned from a k-5 into a k-8 model, and that as other schools are improving, parents are becoming savvier in terms of where they choose to send their kids, explaining the difficulties in enrollment and re-enrollment.

Mr. Don Soifer asked for a motion. Mr. Will Marshall moved for continuance, and Ms. Emily Bloomfield seconded. The motion was carried unanimously.

School Oversight Committee – Charter Review – Tree of Life Community Public Charter School
Representatives: Carl Hampton, Board Chair; Patricia Williams, Executive Director; James Darrow, Board Member; Leonard Harvey, Business Manager

Ms. Susan Miller of the staff introduced the review findings before the Board. Based on the School Reform Act, Tree of Life is not a candidate for charter revocation.

Ms. Patricia Williams detailed to the Board about their initiatives and what Tree of Life is doing to make improvements.

Mr. James Darrow gave the Board a summary of Tree of Life's financial situation.

Mr. Don Soifer asked the school's representatives to speak to their progress in making AYP. Ms. Patricia Williams spoke to the achievement levels depending on grade level and strategies that they are employing to improve progress.

Mr. Don Soifer asked if they still have school buses and offer transportation. Ms. Patricia Williams said that they operate buses and transport approximately 70% of their students

Mr. Don Soifer asked about re-enrollment. Tree of Life stated that they reached close to 60% re-enrollment but would like it to be higher.

Ms. Emily Bloomfield asked if they reached their enrollment cap. Ms. Patricia Williams said that they meet their targets, but have never had to do a lottery.

Ms. Emily Bloomfield asked who their geographic competitors for enrollment are. Ms. Patricia Williams spoke to two schools that have either renovated or reopened.

Ms. Emily Bloomfield asked about the high rate of teacher turnover. Ms. Patricia Williams said that they're receiving a state grant and as a beneficiary of the New Schools Venture Fund, they're focusing on keeping teachers. Ms. Emily Bloomfield asked what she thinks their retention rate will look like. Ms. Patricia Williams said that they expect it to be high.

Mr. Don Soifer asked them to speak to their future plans and if they plan to fund academic gains financially. James Darrow spoke to their work to pay off loans to improve liquidity.

Mrs. Josephine Baker had concerns about their curriculum aligning with state standards and what they're doing to get it to a high level. Ms. Patricia Williams said that she didn't agree with board staff's assessment.

Mr. Will Marshall moved to grant continuance, and Ms. Sara Mead seconded. Mr. Will Marshall and Ms. Emily Bloomfield stated that Tree of Life has a long way to go to be where they want to see them. Charter continuance was approved unanimously.

School Oversight Committee – Charter Review – AppleTree Early Learning Public Charter School
Representatives: Ann Zummo Malone, Manager of Academic Programs; Jack McCarthy, Board Member; Russ Williams, Executive Director

Mr. Don Soifer pointed out that he has the proxy vote for Mr. Darren Woodruff and that he will be exercising it for AppleTree. Ms. Sara Mead is recusing herself from this vote because she was a former member of this school's board.

Ms. Marissa Mikoy of staff introduced AppleTree's review findings before the Board. AppleTree is not a candidate for charter revocation.

Mr. Russ Williams read a third party, independent evaluation of the school's program. Mr. Jack McCarthy mentioned that they were awarded a federal Investing In Innovation grant.

Mr. Don Soifer asked why AppleTree was pursuing accreditation through Middle States. Ms. Ann Zummo Malone said that Middle States has a more robust self study.

A motion was moved, seconded and passed unanimously. Dr. Darren Woodruff was voted in by proxy by Mr. Don Soifer.

School Oversight Committee – Charter Review – Early Childhood Academy Public Charter School
Representatives: David Schreiber, Board Member; Wendy Edwards, Principal and Executive Director; Thann Ingraham, Vice Principal

Ms. Jacqueline Scott-English of the staff introduced Early Childhood Academy's review findings before the Board. The school is not a candidate for revocation.

Ms. Wendy Edwards gave a summary of the school's academic performance. Thann Ingraham gave a summary on their initiatives to make progress which includes personal learning communities, and extended learning day programs as well.

Mr. Don Soifer asked a question about financial process and about procurement and alleged incidences of non-reporting certain purchases and items over $25,000. David Schreiber answered that such lapses are not acceptable to the school's board.

Mrs. Josephine Baker asked about their plans for facilities. Ms. Wendy Edwards answered that she been working for the last two years with Building Hope to find a facility that can house all of their classrooms. They have no capacity to grow in their current facilities. She added that the school has strong financials and have $1.5 million in reserve and they want to use that to purchase a new property.

Ms. Emily Bloomfield asked about teacher retention. Ms. Wendy Edwards responded that they have lost 5 teachers: three for poor performance; one retired; and one was murdered.

A motion was moved by Mr. Will Marshall, seconded and passed unanimously.

School Oversight Committee – Charter Review – Howard University Middle School of Math and Science Public Charter School (HUMS2)
Representatives: Sue White, Head of School; Yohance Magubela, Chief Operating Officer

Ms. Kimberly Worthington introduced their review findings before the Board. HUMS2 is not a candidate for revocation.

Ms. Sue White introduced the four board members that were present. She also introduced staff.

Mr. Yohance Magubela spoke to the close relationship between the school and Howard University itself, including offering teacher's professional development from Howard's School of Education. Howard provides a computer for every student in school and another one with high speed internet for use at home.

Mr. Don Soifer asked them how they use data to guide efforts to improve quality of instruction for students. Mr. Yohance Magubela replied that they've hired a fulltime data specialist to work with teachers and administrators.

Ms. Sara Mead asked about Howard's instances of non compliance in terms of special education and the steps they are taking. Mr. Yohance Magubela stated that the school inherited incomplete files, began workshops and hired an inclusion teacher.

Ms. Josephine Baker asked about the areas that are limited in curriculum as identified in the Program Development Review (PDR). Ms. Sue White said that they've purchased curricula from Montgomery County, MD, and Arlington County, VA for science and hired a curriculum consultant.

Ms. Sara Mead moved to grant continuance. Ms. Emily Bloomfield seconded. The motion was unanimously approved.

School Oversight Committee – Charter Review – Bridges Public Charter School
Representatives: Olivia Smith, Principal and Director; Kate McGuin, Special Education Coordinator; Noelani Mussman; Betsy Centofati, Board Chair

Mr. Clarence Parks introduced the school's review findings before the Board. Bridges is not a candidate for charter revocation.

Ms. Olivia Smith summarized their school mission and their focus on children with special needs and preschoolers.

Ms. Kate McGuin gave a summary on their special education program

Ms. Betsy Centofati stated that the organizational structure is thin to help finance the pre k program, but that they have won a grant from OSSE.

Mr. Don Soifer asked why they went through Middle States to be certified. Ms. Olivia Smith said that it was a better fit for them, as NAEYC accreditation would require them to change themselves programmatically.

Ms. Josephine Baker asked if they have plans to expand or if they want to remain at their small size. Ms. Betsy Centofati said that this is why they've undergone the feasibility study, so that they can see if they can grow in size.

Ms. Emily Bloomfield moved the motion that their charter be continued. Mr. Will Marshall seconded and it was agreed to unanimously.

School Oversight Committee – Charter Review – Potomac Lighthouse Public Charter School
Representatives: Keirston Woods, Board Chair; Raymond Richards, Principal

Ms. Keirston Woods introduced some of the staff and board members on hand.

Ms. Carolyn Trice of the staff introduced their review findings before the Board. Potomac Lighthouse is not a candidate for revocation.

Ms. Keirston Woods thanked the Board and staff for the feedback that they've received from the PDR. She gave a short summary of the school's history and academic plans for the future and finances.

Ms. Emily Bloomfield asked about keeping leadership in place. Mr. Raymond Richards says that he plans on staying at the school for some time.

Ms. Josephine Baker asked about the increase in performance and what they want to do to sustain it. Mr. Raymond Richards said that they using data to drive performance.

Ms. Emily Bloomfield moved for continuance, and Ms. Sara Mead seconded the motion. Continuance passed unanimously.

School Oversight Committee – Charter Review – YouthBuild Public Charter School
Representatives: Mark Jordan, Board Chair; Andrea Henson, Principal

Ms. Charlotte Cureton of staff introduced their review findings before the Board. She stated that they are not a candidate for charter revocation.

Ms. Andrea Henson gave a summary of school's enrollment, and how it has met goals of accountability and curriculum. Mr. Mark Jordan summarized the school's board history and governance and stated that the school is financially stable.

Ms. Emily Bloomfield asked about the school's pass rate on the GED and on attendance. Ms. Andrea Henson said that attendance was a big challenge last year and that they've created an "attendance counselor" and put procedures into place to deal with it, and are currently at an 80% attendance rate, and that they are using data driven instruction to focus on the GED.

The Motion was moved by Ms. Sara Mead, seconded, and agreed to unanimously. Dr. Darren Woodruff was voted in by proxy by Mr. Don Soifer. Mr. Will Marshall excused himself after the agenda item began.

Public Comment
None.

Mr. Don Soifer adjourned the meeting at 10:17 pm.

BOOKMARK

Appendix K

Bridges PCS
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.		
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.		
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff . Option 2: Copy of staff certificate to administer medications.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

Bridges PCS
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.		

Bridges PCS
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Bridges PCS
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

Bridges PCS
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Bridges PCS

COMPLIANCE REVIEW REPORT

2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

Bridges PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	

Bridges PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	IN PROGRESS	Board Roster includes an even number of members; board is interviewing/vetting add'l members and collecting resumes for new parent rep.
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

Appendix L

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Bridges Public Charter School
Final Percentage Rating:	89%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 –in compliance • Indicator 12 – N/A • Indicator 13 – N/A	1	1
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• Less than 75% of reviewed student files in compliance	0	2
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA.	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) –N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) –N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) –N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) –N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) –N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
Total Number of Points Achieved			17	
Total Possible Points from Applicable Elements			19	
Percentage of Points Achieved from Applicable Elements			89%	

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Bridges Public Charter School
Final Percentage Rating:	87%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – in compliance • Indicator 13 – N/A	1
2	Information regarding timely, valid and reliable data	• All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	• LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit	N/A
3b	Dispute resolution findings (student and/or LEA level)	• No dispute resolution complaints were filed against the LEA.	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely submission of Phase I and II Applications or 45% reimbursement of IDEA, Section 611 funds	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup • The LEA did not serve students in this category	N/A N/A
8	Evidence of correction of findings of noncompliance, including	• The LEA did not receive any findings of noncompliance from FFY 2009	N/A

	progress toward full compliance (points added to total score)	that were due for correction in FFY 2010	
Total Number of Points Earned + Additional Points			**13**
Total Possible Points from Applicable Elements			**15**
Percentage of Points from Applicable Elements			**87%**

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Bridges Public Charter School
Final Percentage Rating:	106%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – compliant • Indicator 12 – N/A • Indicator 13 – N/A	1	1
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 51-100 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-8 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013	N/A	N/A
		• BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009	1	
Total Number of Points Achieved				18
Total Possible Points from Applicable Elements				17
Percentage of Points Achieved from Applicable Elements				106%

Appendix M

Bridges Public Charter School

2011-2012 LEA Compliance Monitoring Report

Office of the
State Superintendent of Education

Date of Notification:
May 16, 2012

All Corrections Due by:
November 16, 2012

Prepared by:
OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: Review the **compliance summary.**

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: **Review all student level noncompliance.**

All instances of noncompliance must be corrected at an individual student level.

Step 3: **After all student level noncompliance has been corrected, sign and date the student level form.**

When corrections have been made for all items of noncompliance for each student, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: Submit **verification of correction.**

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: Review all LEA level **noncompliance.**

For any LEA having less than 80% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

Step 6: **After all LEA level noncompliance has been corrected, sign and date the LEA level form.**

When corrections have been made for each item of noncompliance, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

Step 7: **Submit verification of correction.**

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions

Step 8: **Review Section 4.1 - Additional LEA Corrections**

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page

Step 9: **Sign and date Certification.**

Upon completion of ALL student level and LEA level corrective actions, the **appropriate** LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission

Step 10: **Submit the Certification form and all signature pages of the report.**

Submit the Certification page and ALL signature pages to:

Mary Boatright, Director of Quality Assurance & Monitoring
OSSE, Department of Special Education
810 First Street, NE, 5th Floor
Washington, DC 20002

Bridges Public Charter School
2011-2012 LEA Compliance Monitoring Report

Date of Notification: May 16, 2012

All Corrections Due By: November 16, 2012

2011-2012 Individual Student Compliance Criteria: 80% or above
2011-2012 LEA Review Compliance Criteria: 100%

Individual Student File Review							
Part C to Part B Transition							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
C2B 1: LEA Attended Transition Planning Conference	§300.124(c)	22	2	0	20	100.00%	Criteria Met
Initial Evaluations and Reevaluations							
IEV 2: Parent Provided Procedural Safeguards	§300.504(a)(1)	21	16	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEV 3: Parent Consent Prior to Initial Evaluation	§300.300(a)	23	19	1	3	95.00%	Not Correctable at Student Level, No Additional Actions Required
IEV 4: Variety of Assessments Used to Gather Relevant Information	§300.304	22	21	0	1	100.00%	Criteria Met
REV 5: Parent Consent Prior to Reevaluation	§300.300(c) (1)	22	1	0	21	100.00%	Criteria Met
REV 6: IEP Team Review of Existing Data	§300.305	22	1	0	21	100.00%	Criteria Met
REV 7: Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	22	1	0	21	100.00%	Criteria Met

IEP Development							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
IEP 8: Parent Invited to IEP Meeting	§300.322(a)	22	21	1	0	95.45%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 9: General Education Teacher Attended IEP Meeting	§300.321(a), §300.321(e)	22	13	1	8	92.86%	Not Correctable at Student Level, No Additional Actions Required
IEP 10: LEA Designee Attended IEP Meeting	§300.321(a), §300.321(e)	22	22	0		100.00%	Criteria Met
IEP 11: IEP Contains Measurable Annual Goal(s)	§300.320(a) (2)(i)	22	22	0		100.00%	Criteria Met
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE	§300.320(a) (2)(i)(B)	22	22	0	0	100.00%	Criteria Met
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	§300.320(a)(3)	22	22	0	0	100.00%	Criteria Met
IEP 14: IEP Docments ESY Was Considered	§300.106(a)(2)	22	22	0		100.00%	Criteria Met
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	§300.320(a)(1)	22	22	0		100.00%	Criteria Met
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	§300.320(c)	22	0	0	22	NA	NA
IEP 17: IEP Team Considered Concerns of the Parents	§300.324(a)	22	22	0	0	100.00%	Criteria Met

Least Restrictive Environment							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	§300.114(a)(2)(ii)	22	21	1	0	95.45%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
LRE 19: Consideration of Harmful Effects	§300.116(d)	22	22	0		100.00%	Criteria Met
Discipline							
DIS 20: Manifestation Determination	§300.530(e)	22	0	0	22	NA	NA
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Stratgeies	§300.324(a)(2)	22	0	0	22	NA	NA
Data Verification							
DAT 22: Student Name Same as Reported in SEDS	§300.211	22	22	0		100.00%	Criteria Met
DAT 23: Date of Birth Same as Reported in SEDS	§300.211	22	22	0		100.00%	Criteria Met
DAT 24: Primary Disability Same as Reported in SEDS	§300.211	22	21	1		95.45%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 25: Placement Same as Reported in SEDS	§300.211	22	22	0		100.00%	Criteria Met
DAT 26: Initial Evaluation Date Same as Reported in SEDS	§300.211	22	21	1	0	95.45%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 27: Reevaluation Date Same as Reported in SEDS	§300.211	22	1	1	20	50.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 28: IEP Development Date Same as Reported in SEDS	§300.211	22	22	0	0	100.00%	Criteria Met
DAT 29: IEP Implementation Date Same as Reported in SEDS	§300.211	22	22	0	0	100.00%	Criteria Met

LEA Level Review							
Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	§300.211	1	0	0	1	NA	NA
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 31: LEA Implements HODs in Timely Manner	§300.600(e)	1	0	0	1	NA	NA
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1	0	0	1	NA	NA
DSP 33: LEA Timely Implements Corrective Actions	§300.600(e)	1	0	0	1	NA	NA
Access to Instructional Materials							
NIM 34: LEA Provision of Instructional Materials	§300.172	1	0	0	1	NA	NA
Fiscal							
FIS 35: LEA Policy/Procedure Governing Budgets	§80.20	1	1	0		100.00%	Criteria Met
FIS 36: LEA Has Procurment Policy/Procedureto Ensure Contractors Perform in Accordance of Contract/Purchase Order	§§80.36(b)(1), (b)(2)	1	1	0	0	100.00%	Criteria Met
FIS 37: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1	0		100.00%	Criteria Met
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	§80.23	1	1	0		100.00%	Criteria Met

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 39: LEA Retention of Financial Records for 5 Years	§80.42 GEPA	1	1	0		100.00%	Criteria Met
FIS 40: LEA Controls in Place to Protect Assets Over $5,000	§80.32	1	1	0	0	100.00%	Criteria Met
FIS 41: LEA Code of Conduct For Employees Administering Contracts	§80.36(b)	1	1	0		100.00%	Criteria Met
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	§80.20	1	1	0		100.00%	Criteria Met
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	§80.20	1	1	0		100.00%	Criteria Met
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87	1	0	0	1	NA	NA
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	0	0	1	NA	NA
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	§80.20(b)(6)	1	1	0		100.00%	Criteria Met
FIS 47: LEA Followed Procurement Procedures	§80.36	1	1	0	0	100.00%	Criteria Met
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	§80.20 OMB Circular A-87	1	1	0		100.00%	Criteria Met
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	§80.20 OSSE GAN	1	1	0	0	100.00%	Criteria Met

FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1	0	0	1	NA	NA

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	§300.226 §300.646	1	0	0	1	NA	NA
FIS 52: LEA Properly Tracks Students Who Receive CEIS	§300.226(d)	1	0	0	1	NA	NA
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	§300.134	1	0	0	1	NA	NA
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	§300.134	1	0	0	1	NA	NA
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	§300.203	1	0	0	1	NA	NA

Bridges Public Charter School
2011-2012 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: May 16, 2012

All Corrections Due By: November 16, 2012

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

0 = Correction not yet made
1 = Correction has been made as required for this student
2 = Student no longer enrolled in LEA
3 = Student no longer receives special education services
4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signautre of OSSE Validator	Date of Signature

Part C to Part B Transition

Question from File Review	**C2B 1:** LEA Attended Transition Planning Conference	Corrective Actions	Not correctable at the student level.

Initial Evaluations and Reevaluations

Question from File Review	**IEV 2:** Parent Provided Procedural Safeguards	Corrective Actions	Provide a copy of procedural safeguards to parents.

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
5443098280	Daniella	Choi	Bridges PCS					
6481445007	Joann	Mbewe	Bridges PCS					
6391382519	Michael	Parada	Bridges PCS					
4840507901	Kayla	Preece	Bridges PCS					

Question from File Review	**IEV 3:** Parent Consent Prior to Initial Evaluation	Corrective Actions	Not correctable at the student level.

Question from File Review	**IEV 4:** Variety of Assessments Used to Gather Relevant Information	Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.

Student Demographic Information	School		LEA Verification of Correction	OSSE Verification of Correction

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**REV 5:** Parent Consent Prior to Reevaluation			Corrective Actions	Not correctable at the student level.			
Question from File Review	**REV 6:** IEP Team Review of Existing Data			Corrective Actions	Using existing data, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**REV 7:** Variety of Sources Used to Determine Continued Eligibility			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
IEP Development								
Question from File Review	**IEP 8:** Parent Invited to IEP Meeting			Corrective Actions	Reconvene IEP meeting and invite parent(s).			
5867158906	Hiwot	Wodajo	Bridges PCS					
Question from File Review	**IEP 9:** General Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	**IEP 10:** LEA Designee Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			

Question from File Review	**IEP 11:** IEP Contains Measurable Annual Goal(s)			Corrective Actions	Reconvene the IEP meeting to develop measureable goals.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Question from File Review	**IEP 12:** IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.			Corrective Actions	Reconvene the IEP meeting to develop measureable related services goals.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Question from File Review	**IEP 13:** IEP Contains Description of How Progress Towards Related Services Will Be Measured			Corrective Actions	Reconvene the IEP meeting to develop a description of how progress will be measured.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Question from File Review	**IEP 14:** IEP Docments ESY Was Considered			Corrective Actions	IEP Team must convene to determine appropriate amount of compensatory education.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Question from File Review	**IEP 15:** PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Question from File Review	**IEP 16:** Student Informed of Transfer of Rights When Reaching Age of Majority			Corrective Actions	Obtain and file documentation of notification to student.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Question from File Review	**IEP 17:** IEP Team Considered Concerns of the Parents			Corrective Actions	Obtain and file documentation of consideration of parental concerns.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Least Restrictive Environment (LRE)								
Question from File Review	**LRE 18:** Supplemental Aids and Services Used Before Removal From Regular Education			Corrective Actions	Implement student specific supplementary aids and services in the classroom for six (6) weeks and reconvene IEP team to consider if the placement is the LRE for the student.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
4402696825	Jonathan	Carballo	Bridges PCS					
Question from File Review	**LRE 19:** Consideration of Harmful Effects			Corrective Actions	Reconvene IEP team within 30 days of report and include documentation of the consideration of harmful effects in the justification section of the			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Discipline								
Question from File Review	**DIS 20:** Manifestation Determination			Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**DIS 21:** IEP Team Considered Use of Positive Behavioral Interventions/Supports/Stratgeies			Corrective Actions	Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing a BIP.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Data Verification								
Question from File Review	**DAT 22:** Student Name Same as Reported in SEDS			Corrective Actions	Find and correct student name in file or in STARS/OLAMS/Proactive..			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**DAT 23:** Date of Birth Same as Reported in SEDS			Corrective Actions	Find and correct date of birth in file or in STARS/OLAMS/Proactive.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	**DAT 24:** Primary Disability Same as Reported in SEDS			Corrective Actions	Find and correct primary disability in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
8315175840	Sophia	Clarke	Bridges PCS					
Question from File Review	**DAT 25:** Placement Same as Reported in SEDS			Corrective Actions	Find and correct placement in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	**DAT 26:** Initial Evaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct initial evaluation date in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
6646060309	Markese	Ellis	Bridges PCS					

Question from File Review	**DAT 27:** Reevaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of reevaluation in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
1357071918	Reginald	Stevens	Bridges PCS					

Question from File Review	**DAT 28:** IEP Development Date Same as Reported in SEDS			Corrective Actions	Find and correct date of IEP development in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Question from File Review	**DAT 29: IEP Implementation Date Same as Reported in SEDS**			Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)														File Review Items (X = Noncompliance)															Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	CSB 1	IEV 2	IEV 3	IEV 4	REV 5	REV 6	REV 7	IEP 8	IEP 9	IEP 10	IEP11	IEP 12	IEP 13	IEP 14	IEP 15	IEP 16	IEP 17	LRE 18	LRE 19	DIS 20	DIS 21	DAT 22	DAT 23	DAT 24	DAT 25	DAT 26	DAT 27	DAT 28	DAT 29	
1611546149	Alvarado	Fatima	Bridges PCS																														0
3812069523	Bado	Tegha Wend	Bridges PCS																														0
3065490625	Bruch	Harrison	Bridges PCS																														0
4402696825	Carballo	Jonathan	Bridges PCS																		x												1
5443098280	Choi	Daniella	Bridges PCS		x																												1
6315175840	Clarke	Sophia	Bridges PCS																								x						1
6646060309	Ellis	Markese	Bridges PCS																										x				1
6930663236	Felder	Xavier	Bridges PCS																														0
8328760271	James	Da'Ja	Bridges PCS																														0
2348156382	Jimenez	Luis	Bridges PCS																														0
7246819685	Johnson	Mackenzie	Bridges PCS																														0
3353739753	Keita	Henry	Bridges PCS																														0
5862551260	Lee	Xavier	Bridges PCS																														0
9137041023	Marquez	Christopher	Bridges PCS																														0
6481445007	Mbewe	Joann	Bridges PCS		x																												1
6391382519	Parada	Michael	Bridges PCS		x																												1
4840507901	Preece	Kayla	Bridges PCS		x																												1
3463055145	Redman	Ana	Bridges PCS			x						x																					2
1918750486	Rivera	Jonathan	Bridges PCS																														0
7896855857	Schroeder	June	Bridges PCS																														0
1357071918	Stevens	Reginald	Bridges PCS																											x			1
5867158906	Wodajo	Hiwot	Bridges PCS								x																						1
Total Number of Students with Noncompliance for Each Item				0	4	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	11

2011-2012 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

Bridges Public Charter School

Date of Notification: May 16, 2012 **All Corrections Made By:** November 16, 2012

Individual Student IEP Review

Part C to Part B Transition

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction: LEA Signature	Verification of Correction: LEA Date	Verification of Correction: OSSE Signature	Verification of Correction: OSSE Date
C2B 1: LEA Attended Transition Planning Conference	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
C2B 1: LEA Action Log:		No Action Required.				

Initial Evaluations and Reevaluations

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction: LEA Signature	Verification of Correction: LEA Date	Verification of Correction: OSSE Signature	Verification of Correction: OSSE Date
IEV 2: Parent Provided Procedural Safeguards	80.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 2: LEA Action Log:		No Action Required.				

Initial Evaluations and Reevaluations						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 3: Parent Consent Prior to Initial Evaluation	95.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 3: LEA Action Log:		**No Action Required.**				
IEV 4: Variety of Assessments Used to Gather Relevant Information	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 4: LEA Action Log:		**No Action Required.**				
REV 5: Parent Consent Prior to Reevaluation	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 5: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
REV 6: IEP Team Review of Existing Data	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 6: LEA Action Log:		**No Action Required.**				
REV 7: Variety of Sources Used to Determine Continued Eligibility	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 7: LEA Action Log:		**No Action Required.**				
IEP Development						
IEP 8: Parent Invited to IEP Meeting	95.45%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 8: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: General Education Teacher Attended IEP Meeting	92.86%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 9: LEA Action Log:		**No Action Required.**				
IEP 10: LEA Designee Attended IEP Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:		**No Action Required.**				
IEP 11: IEP Contains Measurable Annual Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log:		No Action Required.				
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log:		No Action Required.				
IEP 14: IEP Docments ESY Was Considered	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 15: LEA Action Log:		No Action Required.				
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	NA	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 16: LEA Action Log:		No Action Required				
IEP 17: IEP Team Considered Concerns of the Parents	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 17: LEA Action Log:		No Action Required.				

Least Restrictive Environment (LRE)

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	95.45%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE18: LEA Action Log:		No Action Required.				
LRE 19: Consideration of Harmful Effects	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 19: LEA Action Log:		No Action Required.				

Discipline						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 20: Manifestation Determination	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 20: LEA Action Log:		**No Action Required**				
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Straigeies	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 21: LEA Action Log:		**No Action Required**				

Data Verificaiton						
DAT 22: Student Name Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 22: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 23: Date of Birth Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 23: LEA Action Log:		**No Action Required.**				
DAT 24: Primary Disability Same as Reported in SEDS	95.45%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 24: LEA Action Log:		**No Action Required.**				

DAT 25: Placement Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 25: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 26: Initial Evaluation Date Same as Reported in SEDS	95.45%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 26: LEA Action Log:		No Action Required.				
DAT 27: Reevaluation Date Same as Reported in SEDS	50.00%	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.				
DAT 27: LEA Action Log:						
DAT 28: IEP Development Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 28: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 29: IEP Implementation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 29: LEA Action Log:		No Action Required.				

LEA Level Review

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DAT 30: LEA Action Log:		No Action Required				

Discipline							
			Verification of Correction		Verification of Correction		
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 31: LEA implements HODs in Timely Manner	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 31: LEA Action Log:		No Action Required				
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 32: LEA Action Log:		No Action Required				
DSP 33: LEA Timely Implements Corrective Actions	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 33: LEA Action Log:		No Action Required				

Access to Instructional Materials						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 34: LEA Provision of Instructional Materials	NA	NA	No signature required.	No date required.	No signature required.	No date required.
NIM 34: LEA Action Log:		**No Action Required**				
Fiscal						
FIS 35: LEA Policy/Procedure Governing Budgets	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 35: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 36: LEA Has Procurment Policy/Procedureto Ensure Contractors Perform in Accordance of Contract/Purchase Order	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 36: LEA Action Log:		**No Action Required.**				
FIS 37: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 37: LEA Action Log:		**No Action Required.**				
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 38: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 39: LEA Retention of Financial Records for 5 Years	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FSI 39: LEA Action Log:		No Action Required.				
FIS 40: LEA Controls in Place to Protect Assets Over $5,000	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 40: LEA Action Log:		No Action Required.				
FIS 41: LEA Code of Conduct For Employees Administering Contracts	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 41: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 42: LEA Action Log:		**No Action Required.**				
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 43: LEA Action Log:		**No Action Required.**				
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 44: LEA Action Log:		**No Action Required**				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 45: LEA Action Log:		No Action Required				
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 46: LEA Action Log:		No Action Required.				
FIS 47: LEA Followed Procurement Procedures	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 47: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 48: LEA Action Log:		No Action Required.				
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 49: LEA Action Log:		No Action Required.				
FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 50: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 51: LEA Action Log:		No Action Required				
FIS 52: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 52: LEA Action Log:		No Action Required				
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 53: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 54: LEA Action Log:		No Action Required				
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 55: LEA Action Log:		No Action Required				

2011-2012 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

Bridges Public Charter School

Date of Notification: May 16, 2012   **All Corrections Made By:** November 16, 2012

Additional LEA Corrective Actions

			Verification of Correction		Verification of Correction	
Area of Correction	**LEA Additional Corrections**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
FAPE in the LRE	Yes	See below.				

OSSE Comments:

Bridges PCS reported that it offers an inclusive pre-school and pre-kindergarten program to children ages three through five. Students are either placed in inclusive regular education classrooms where students with disabilities have the opportunity to interact with non-disabled peers throughout the school day or, if the IEP team determines that the student requires a smaller, more structured setting with more supports, are placed in the self-contained classroom and have opportunities to interact with non-disabled peers during lunch, play time, and other extracurricular activities. Placement decisions within the LEA are based on a review of relevant quantitative and qualitative data including formal assessments, classroom observations, and anecdotal notes. Of the 22 students with IEPs currently enrolled at Bridges, fourteen are placed in the four inclusion classrooms and eight are placed in the self-contained classroom. Bridges has not removed any students to place them in a non-public school.

Bridges provides training not only to staff members but also to parents on the use of supplemental aids so that parents can utilize supplemental aids that are being used in the classroom at home. Parents reported that the staff was proactive in responding to student needs. Parents also reported that they receive weekly emails and quarterly progress reports that show their children are making progress.

Bridges employs three special education teachers. Classroom sizes average 16 students, with the exception of the one self-contained classroom which has eight students. An assistant is in each classroom at all times. Bridges explained that teacher schedules are built to accommodate all of the hours of specialized instruction required by student IEPs.

The Individuals with Disabilities Education Act (IDEA) entitles all students identified as students with disabilities as defined by IDEA to a free and appropriate education in the least restrictive environment (FAPE in the LRE). Under the federal statute, children with disabilities are to be educated to the maximum extent appropriate with their non-disabled peers. In order to ensure that students are educated in an environment that is both least restrictive and appropriate, the IDEA regulations at 34 CFR §300.115(a) require each public agency to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The requirement for a continuum of alternative placements includes the responsibility to make available instruction in the classroom (in regular education classes and special education classes), in the home, in hospitals and institutions, and in other settings; and to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. Bridges reported that it has created alternative placements within the school including: (1) inclusion classrooms where students with disabilities are educated with their non-disabled peers and provided supplementary aids and services to enable them to access the regular education curriculum in the regular education classroom; (2) a non-categorical/special education/self-contained classroom for students for whom education with the use of supplementary aids and services due to the nature and severity of their disability cannot be achieved satisfactorily inside the regular education class; and (3) a resource room for use for pull outs.

The LEA has instituted buddy programs that match the students in the self-contained classroom with non-disabled peers to create opportunities for all students to interact. To meet the changing needs of students, staff reported that Bridges PCS regularly, and at least annually, considers the appropriateness of internal placements and has changed the internal placement of a student from the self-contained classroom to an inclusion classroom and vice versa. Such changes in internal placements are made gradually through a step-by-step and activity-by-activity process to ensure a successful transition.

Bridges PCS engages three speech language pathologists, an occupational therapist, and a physical therapist on a part-time contractual basis. Related services are delivered through a combination of push in and pull out. Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that related services are made available to the child in accordance with the child's IEP. As part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from Bridges PCS in conjunction with service tracking forms from the Special Education Data System (SEDS) and student IEPs in order to align documented service delivery for each student receiving related services for the six week period from the beginning of the 2012 calendar year, January 2, 2012, to February 10, 2012. OSSE's review of the related services management report for this period revealed that in the area of occupational therapy, 76% of the occupational therapy services prescribed to students with disabilities were delivered (103 hours prescribed, 79 hours delivered), 89% of the physical therapy services prescribed were delivered (31.5 hours prescribed, 28 hours delivered), 78% of speech and language service prescribed were delivered (138 hours prescribed, 107 hours delivered), and 0% of the behavioral support services that were prescribed were delivered (1.5 hours prescribed, 0 delivered). The failure to provide related services in accordance with students' IEPs constitutes noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, by the date listed on the front of this report, Bridges PCS must provide documentation to OSSE that either the related services were actually provided although not uploaded into SEDS or the related services missed for each student from January 2, 2012- February 10, 2012 have been subsequently provided.

Bridges PCS described a referral process that conforms to the requirements of the IDEA. Before referring a student for an evaluation to determine eligibility for special education services, Bridges PCS reported that it follows a three tiered student support team (SST) and Response to Intervention (RTI) process through which interventions are implemented and tested over a period of time. If the interventions prove ineffective, other interventions will be devised and tested before moving to an initial evaluation for the purpose of determining eligibility for special education and related services. Initial evaluations are conducted by an outside psychologist and the LEA's policy is to complete the initial evaluation within 60 days from parental consent in place of the District's 120 day timeline. The LEA reported using OSSE's Planning & Performance Reports to ensure that initial evaluations and reevaluations are completed within required timelines. If an evaluation is not completed within 60 days, the LEA stated that the process is expedited and the evaluation is completed as soon as possible.

Bridges reported that it does not have a school wide behavior management system. The LEA explained that the behavior management interventions and reward and incentive schemes are primarily classroom based and teacher determined. If attempts at redirection fail, the student will be asked to "sit and watch" a peer who is displaying appropriate behavior. If the sit and watch approach is ineffective, a child may be referred to the Vice Principal or the Principal's office where the child will usually take a time out in a supportive cubed chair until they are ready to reenter the classroom. For students with behavioral issues, data is taken throughout the day to identify why certain behaviors are occurring at certain times of the day. When necessary, Bridges engages an outside consultant to conduct a functional behavioral assessment from which a behavior plan is developed. The curriculum manager provides trainings on classroom management and positive reinforcements.

LEA Action Log: FAPE in the LRE

	Verification of Correction	Verification of Correction

Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

Bridges PCS reported that the special education coordinator has primary responsibility for ensuring timely response to due process complaints, State complaints, and requests for mediation. The LEA indicated that the special education coordinator receives support from the administrative team as well as the LEA's attorney. Bridges PCS has not had any state or due process complaints filed against it in the past year, nor has it received any requests for mediation in the past year. OSSE suggests that Bridges PCS develop a written plan for compliance with dispute resolution requirements and timely implementation of hearing officer determinations, settlement agreements, mediation agreements and corrective actions resulting from State complaints in the event that dispute resolution becomes an issue for the school.

LEA Action Log: Dispute Resolution

No action required.

	Verification of Correction	**Verification of Correction**

Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	Yes.	See below				

OSSE Comments:

Bridges PSC reported that data is used to inform decision making on instruction and placement at the LEA. A variety of formal assessments including Ages and Stages, LAP 3, WRAT, Woodcock Johnson III, Peabody, Individual Growth and Development Index (IGDI), and PPVT are used to determine student internal placement and progress.

Bridges reported that the special education coordinator is primarily responsible for the accuracy, validity, and timeliness of data in SEDS. Special education teachers and service providers are responsible for logging services and completing IEPs and other documents in SEDS. Pursuant to 34 CFR §300.601(b), the state education agency must collect valid and reliable information to report annually to the Secretary on the indicators established by the Secretary for the State Performance Plans. OSSE compared the data in SEDS with data in the student file to verify the timeliness, validity, and reliability of the LEA's data. The review revealed that the name of the student in the LEA's paper file matched the name of the student reported in SEDS in 100% of cases; the date of birth was the same in 100% of cases; the primary disability was the same in 95% of cases; the placement was the same in 100% of cases; the initial evaluation date was the same in 95% of cases; the reevaluation date in 50% of cases; the IEP development date in 100% of cases; and the IEP implementation date in 100% of cases.

There were discrepancies between the official attendance records provided by the LEA and the documentation of service delivery in SEDS. In several cases, documentation had been uploaded into SEDS showing delivery of services on days where a student was absent or the school was closed. This constitutes noncompliance with 34 CFR §§300.211, 300.600(d) and 300.601(b). In order to correct the noncompliance Eagle Academy PCS must provide OSSE with documentation that the attendance records showing that the students were absent have been corrected to reflect that the student was, in fact, present and received services. If, on the other hand, the student was absent, then the records of service delivery in SEDS must be corrected.

<u>LEA Action Log: Data</u>

	Verification of Correction	Verification of Correction

Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

As an LEA, Bridges PCS is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

Bridges provided OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) obligation and reimbursement of federal funds within the approved grant period; (5) protection of assets costing more than five thousand dollars; (6) retention of financial records and relevant supporting documentation for the required time period ; and (7) maintenance of a code of conduct for employees involved in the administration of contracts.

OSSE requested that Bridges PCS provide documentation supporting approximately 35 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursement from FFY 2009 Section 611 and Section 619 annual funds. The sample size included reimbursements totaling $11,973.79. Bridges provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA obligated costs within the correct grant period and after the Phase I application was approved; that the LEA sought reimbursement for expenditures in the reimbursement workbook only after it actually paid the expense; that the LEA followed procurement procedures consistent with EDGAR and OMB Circular A-87 for developing and awarding contracts for services; that the LEA purchased and received the items it sought reimbursement for in its reimbursement workbook; that the LEA followed procedures consistent with IDEA, EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended only for allowable activities; and that the LEA correctly paid and retained invoices for the expenditures it included in its IDEA reimbursement workbook.

OSSE recommends that Bridges set up a budget tracker to track expenditures assigned to each of its IDEA grant awards, by starting with the amount they were awarded from each IDEA grant program, subtracting expenditures based on the approved drawdowns and budget, and by keeping a running balance of each grant.

LEA Action Log: Fiscal — **No action required.**

Certification of 2011-2012 Plan Completion

Bridges Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: **November 16, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name:____________________

LEA Representative Position:____________________

LEA Representative Signature:____________________

Date of Completion:____________________

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name:____________________

LEA Representative Position:____________________

LEA Representative Signature:____________________

Date of Completion:____________________

Appendix N

BRIDGES PUBLIC CHARTER SCHOOL, INC.

FINANCIAL STATEMENTS AND
AUDITORS' REPORT

JUNE 30, 2011 AND 2010

STANFIELD & PHILLIPS, LLC

CERTIFIED PUBLIC ACCOUNTANTS

BRIDGES PUBLIC CHARTER SCHOOL, INC.

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STANFIELD & PHILLIPS, LLC

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
BRIDGES PUBLIC CHARTER SCHOOL, INC.

We have audited the accompanying statements of financial position of BRIDGES PUBLIC CHARTER SCHOOL, INC. (School) as of June 30, 2011 and 2010, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 27, 2011 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

Our audits were performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of functional expenses on page 10 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Stanfield + Phillips

Rockville, Maryland
October 27, 2011

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2011 AND 2010

ASSETS

	2011	2010
CURRENT ASSETS		
Cash	$ 226,764	$ 333,597
Accounts and other receivables	139,210	82,834
Prepaid expenses	12,191	13,163
Total Current Assets	378,165	429,594
NON CURRENT ASSETS		
Property and equipment, net (NOTE 4)	192,010	239,899
Deferred financing costs, net		268
Security deposit	29,490	29,490
Total Non-Current Assets	221,500	269,657
TOTAL ASSETS	$ 599,665	$ 699,251

LIABILITIES AND NET ASSETS

	2011	2010
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 140,719	$ 178,091
Accrued compensation (NOTE 5)	73,417	110,344
Deferred revenue	28,848	69,485
Note payable, current portion (NOTE 8)	-	7,370
Total Current Liabilities	242,984	365,290
LONG-TERM LIABILITIES		
Deferred rent liability (NOTE 9)	89,693	92,412
Total Long-Term Liabilities	89,693	92,412
TOTAL LIABILITIES	332,677	457,702
NET ASSETS		
Unrestricted	266,988	241,549
TOTAL LIABILITIES AND NET ASSETS	$ 599,665	$ 699,251

See auditor's report and accompanying notes to the financial statements.

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	Unrestricted	
	2011	2010
REVENUE AND OTHER SUPPORT		
Per pupil appropriations	$ 1,785,208	$ 1,834,413
Early Reading First grant	-	184,341
Program service revenue	102,199	80,494
In-kind contributions (NOTE 10)	34,530	142,856
Other public grants	81,275	72,731
Private gifts and grants	16,954	10,975
TOTAL REVENUE AND OTHER SUPPORT	2,020,166	2,334,809
EXPENSES		
Program services:		
Educational program	1,945,376	1,881,367
Early Reading First grant	-	184,341
Total program expenses	1,945,376	2,065,708
General and administrative	49,351	88,111
TOTAL EXPENSES	1,994,727	2,153,819
CHANGE IN NET ASSETS	25,439	180,990
NET ASSETS:		
BEGINNING OF YEAR	241,549	60,559
END OF YEAR	$ 266,988	$ 241,549

See auditor's report and accompanying notes to the financial statements.

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 25,439	$ 180,990
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	49,807	52,131
Amortization of financing costs	268	4,104
Amortization of deferred rent expense	(2,719)	4,368
(Increase) decrease in assets		
Accounts and other receivables	(56,376)	176,101
Prepaid expenses	972	14,279
Increase (decrease) in liabilities		
Accounts payable and accrued expenses	(37,372)	(39,032)
Accrued compensation	(36,927)	(25,541)
Deferred revenue	(40,637)	7,987
Net Cash (Used For) Provided By Operating Activities	(97,465)	375,543
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(1,998)	(875)
Net Cash (Used For) Operating Activities	(1,998)	(875)
CASH FLOWS FROM FINANCING ACTIVITIES		
Payments on note payable	(7,370)	(87,023)
Net Cash (Used For) Financing Activities	(7,370)	(87,023)
NET (DECREASE) INCREASE IN CASH	(106,833)	287,645
CASH		
Beginning of year	333,597	45,952
End of year	$ 226,764	$ 333,597
SUPPLEMENTAL DISCLOSURES		
Interest paid	$ 18	$ 2,025

See auditor's report and accompanying notes to the financial statements.

1 ORGANIZATION AND PURPOSE

BRIDGES PUBLIC CHARTER SCHOOL, INC. (School) was established to provide a preschool education and after-care to students in the District of Columbia. The School was incorporated under the laws of the District of Columbia in August 2003 and was granted a 15 year charter to operate as a public charter school in the District of Columbia under the DC Public School Reform Act of 1995. The School provides an inclusive preschool setting for children with and without disabilities.

The School's activities are funded primarily by the District's per pupil allocation formula supplemented with federal funds allocated to the State Education Agency to be distributed to schools for staff development, special education services and other eligible expenses.

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets based upon the existence or absence of donor imposed restrictions. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not. The school has no temporarily or permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Contributions and Grants

Contributions and grants are recorded when unconditionally awarded or pledged and classified as unrestricted, temporarily restricted or permanently restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the Statements of Activities. When a donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statements of Activities as net assets released from restrictions.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

The term cash as used in the accompanying financial statements includes currency on hand, demand deposits, and highly liquid investments purchased from financial institutions with a maturity of three months or less. Balances in certain cash accounts occasionally exceed $250,000, the amount insured by the Federal Deposit Insurance Corporation. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk.

Property and Equipment

All acquisitions of property and equipment in excess of $500 and all expenditures for repairs, maintenance, renewals, and betterments that materially prolong the useful lives of assets are capitalized. Property and equipment acquired are recorded at cost or, if donated, at the approximate fair value at the time of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from 3 to 5 years. Leasehold improvements are depreciated over the term of the lease while maintenance and repairs which do not improve or extend the life of the respective asset are charged to expense as incurred.

Tuition Revenue

The School receives tuition from the District of Columbia Public Schools in the form of a per pupil allocation with additional funding for special education, No English Proficiency or Limited English Proficiency (NEP/LEP), extended school year (summer school) and facilities. The payments are received quarterly and recognized as deferred revenue when received. Tuition is recognized as earned each month based on enrollment. The summer school funding is deferred throughout the fiscal year and recognized in the subsequent year when the work is performed.

Deferred Financing Costs

Deferred financing costs consist of closing, legal, and other fees incurred in the underwriting and due diligence process for the loan provided by the Office of Public Charter School Financing and Support (OPCSFS). Deferred financing costs are amortized over the five-year loan term.

Functional Expenses

The costs of providing the School's various programs and supporting services have been summarized on a functional basis in the accompanying Statement of Activities. Accordingly, certain costs have been allocated among the programs, fundraising and supporting services benefited.

3. INCOME TAXES

The School is exempt from federal income taxes on related income under Section 501(c)(3) of the Internal Revenue Code and has not been classified as a private foundation by the IRS. The School adopted the provisions of FASB ASC 740, Accounting for Uncertainty in Income Taxes, which requires that a tax position be recognized on a 'more-likely-than-not' threshold. This applies to positions taken or expected to be taken in a tax return. The implementation of FASB ASC 740 had no impact on the School's audited financial statements. The School does not believe their financial statements include (or reflect) any uncertain tax positions.

4. PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at June 30:

	2011	2010
Leasehold improvements	$ 424,546	$ 424,536
Computer equipment and software	45,923	43,937
Furniture and office equipment	32,609	32,609
Classroom equipment	10,170	20,270
	513,248	521,450
Less allowance for depreciation	(321,238)	(271,351)
Property and Equipment, net	$ 192,010	$ 250,099

Depreciation expense for the years ended June 30, 2011 and 2010 was $49,887 and $52,231, respectively.

5. ACCRUED COMPENSATION

Classroom staff receive their school-year salary over a 12-month period ranging from approximately September through August. By the end of the school year, each classroom staff member has earned her entire school-year salary and it is recognized as an expense for the current school year. In addition, all staff are paid on a bi-weekly period, resulting in an accrual for the pay period that falls at the end of the fiscal year. These resulted in accrued compensation liabilities of $73,417 and $110,314 at June 30, 2011 and 2010, respectively.

6. LINE OF CREDIT

The School has a $200,000 revolving line of credit with United Bank bearing interest at the variable *Wall Street Journal* Prime Rate + 1%, with a floor of 5.5%, collateralized by a general lien on the school assets. The line has a maturity date of March 25, 2012. The outstanding balance on the line at June 30, 2011 and 2010 was $0.

7. CONCENTRATION OF RISK

Revenue

During the years ended June 30, 2011 and 2010 the School received 98% and 79%, respectively, of its annual support and revenue from the District of Columbia based on its 15-year charter agreement with the District of Columbia Public Charter School Board. Reduction of this source of support would have a significant impact on the School's programs and activities.

8. LONG-TERM DEBT

The School secured financing from the OPCSFS in August 2005 and December 2005 in the amounts of $350,000 and $50,000, respectively, to fund the leasehold improvements for the School. The loans, which bear interest at 3% per annum, were consolidated in December 2005 with monthly payment of $7,389 for 54 months from February 2006 through July 2010.

Interest costs incurred on long-term debt for the years ended June 30, 2011 and 2010 amounted to $18 and $2,025, respectively.

9. OPERATING LEASE

In June 2005 the School entered into a 10-year lease agreement for its facilities. Under the terms of the lease, the School is required to make monthly payments of $14,745, which is increased annually by 3.5% on the anniversary of the rent commencement date of August 1, 2005. In accordance with the provisions of FASB ASC 840-10, rent expense is recorded on a straight-line basis in the amount of $17,236. This results in deferred rent liabilities as of June 30, 2011 and 2010, in the amounts of $89,693 and $92,412, respectively. The future minimum lease payments on an annual basis are:

Year Ending June 30,	
2012	$ 216,891
2013	224,483
2014	232,340
2015	240,471
2016	20,096
Total	$ 934,281

10. IN-KIND CONTRIBUTIONS

The School receives in-kind contributions from individuals interested in the School's programs. Contributions of services are recognized if the services received create or enhance non-financial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. The in-kind contributions include mainly legal and consulting services and are recorded as revenue at a value estimated by the donor. During the years ended June 30, 2011 and 2010 the School received in-kind contributions of $34,530 and $142,856, respectively.

11. CONTRACTS IN EXCESS OF $25,000

In accordance with requirements of the District of Columbia School Reform Act, Pub. L. No 104-134, 110 Stat. 1321-121, 2204(c)(11)(B)(iv) (1996); D.C. Official Code 38-1802.04(11)(3)(x) (2001), as amended, there were no new contracts in excess of $25,000 that were entered into by the School during the year ended June 30, 2011.

12. AVERAGE COST PER STUDENT

For the years ended June 30, 2011 and 2010 the average cost per student was $23,195 and $25,339, respectively. This is calculated by dividing total noncapital expenditures, by the school's full-time student enrollment.

13. SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through October 27, 2011, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

BRIDGES PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2011
WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2010

	2011			2010
	Program	Administrative	Total	Total
Salaries and benefits	$ 1,017,338	$ 206,792	$ 1,224,130	$ 1,142,065
Occupancy costs	231,535	45,599	277,134	277,540
Consultants/contracted services	186,723	-	186,723	267,699
Office supplies and expenses	26,273	54,012	80,285	70,575
Food service	67,062		67,062	68,906
Depreciation	41,679	8,208	49,887	52,130
Pro-bono legal fees	-	34,530	34,530	36,456
Other expenses	1,025	16,983	18,008	21,681
Business insurance	10,240	7,029	17,269	20,146
Audit and legal	12,532	10,468	23,000	44,271
Student supplies and materials	12,855	-	12,855	25,609
Publicity and recruitment	-	2,770	2,770	5,200
Amortization of financing costs	224	407	631	4,183
Public Charter School Board fee	-	425	425	7,853
Interest expense	15	3	18	2,025
Pro-bono consultant	-	-		106,400
Indirect cost allocation	337,875	(337,875)	-	-
	$ 1,945,376	$ 49,351	$ 1,994,727	$ 2,153,819

STANFIELD & PHILLIPS, LLC

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Bridges Public Charter School, Inc.

We have audited the financial statements of BRIDGES PUBLIC CHARTER SCHOOL, INC. (School) as of and for the year ended June 30, 2011, and have issued our report thereon dated October 27, 2011. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, Board of Trustees, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Stanfield + Phillips

Rockville, Maryland
October 27, 2011

BRIDGES PUBLIC CHARTER SCHOOL, INC.

AUDITED FINANCIAL STATEMENTS

June 30, 2012 and 2011

BRIDGES PUBLIC CHARTER SCHOOL, INC.
AUDITED FINANCIAL STATEMENTS
June 30, 2012 and 2011

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Report on Internal Control over Financial Reporting
and on Compliance and Other Matters Based on an
Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards* 11-12

.McQuade.Brennan.LLP.
Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

To the Board of Trustees
Bridges Public Charter School, Inc.

Independent Auditors' Report

We have audited the accompanying statement of financial position of Bridges Public Charter School, Inc. (the School) as of June 30, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the School's 2011 financial statements which were audited by Stanfield & Phillips, LLC, who merged with McQuade Brennan, LLP as of January 1, 2012, and whose report dated October 27, 2011 expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 24, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

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Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of functional expenses on page 10 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

McGladrey & Pullen, LLP

Washington, DC
October 24, 2012

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION

June 30,		2012		2011
ASSETS				
CURRENT ASSETS				
Cash and cash equivalents	$	273,212	$	226,764
Accounts and other receivables		114,386		139,210
Prepaid expenses		33,390		12,191
TOTAL CURRENT ASSETS		420,988		378,165
NON-CURRENT ASSETS				
Property and equipment, net		150,768		192,010
Security deposit		29,490		29,490
TOTAL NON-CURRENT ASSETS		180,258		221,500
TOTAL ASSETS	$	601,246	$	599,665
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts payable and accrued expenses	$	113,352	$	140,719
Accrued compensation		84,490		73,417
Deferred revenue		27,372		28,848
TOTAL CURRENT LIABILITIES		225,214		242,984
LONG-TERM LIABILITIES				
Deferred rent		79,639		89,693
TOTAL LONG-TERM LIABILITIES		79,639		89,693
TOTAL LIABILITIES		304,853		332,677
NET ASSETS				
Unrestricted		296,393		266,988
TOTAL NET ASSETS		296,393		266,988
TOTAL LIABILITIES AND NET ASSETS	$	601,246	$	599,665

See Independent Auditors' Report and Accompanying Notes

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES

For the Year Ended June 30,		2012		2011
REVENUE AND OTHER SUPPORT				
Per pupil appropriations	$	**1,988,714**	$	1,785,208
Program service revenue		**130,654**		102,199
Federal entitlements and grants		**10,453**		-
In-kind contributions		**44,118**		34,530
Other public grants		**32,500**		81,275
Private gifts and grants		**9,352**		16,954
Other income		**625**		-
TOTAL REVENUE AND OTHER SUPPORT		**2,216,416**		2,020,166
EXPENSES				
Program service		**1,805,344**		1,945,376
General and administrative		**381,667**		49,351
TOTAL EXPENSES		**2,187,011**		1,994,727
CHANGES IN NET ASSETS		**29,405**		25,439
NET ASSETS, BEGINNING OF YEAR		**266,988**		241,549
NET ASSETS, END OF YEAR	$	**296,393**	$	266,988

See Independent Auditors' Report and Accompanying Notes

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS

For the Year Ended June 30,		2012		2011
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in net assets	$	29,405	$	25,439
Adjustments to reconcile change in net assets to net cash provided by operating activities:				
Depreciation		47,279		49,887
Amortization of financing costs		-		268
Amortization of deferred rent expense		(10,054)		(2,719)
(Increase) decrease in assets:				
Accounts and other receivables		24,824		(56,376)
Prepaid expenses		(21,199)		972
Increase (decrease) in liabilities:				
Accounts payable and accrued expenses		(27,367)		(37,372)
Accrued compensation		11,073		(36,927)
Deferred revenue		(1,476)		(40,637)
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES		52,485		(97,465)
CASH FLOWS USED FOR INVESTING ACTIVITIES				
Purchase of property and equipment		(6,037)		(1,998)
NET CASH USED FOR INVESTING ACTIVITIES		(6,037)		(1,998)
CASH FLOWS USED FOR FINANCING ACTIVITIES				
Payments on note payable		-		(7,370)
NET CASH USED FOR FINANCING ACTIVITIES		-		(7,370)
NET INCREASE (DECREASE) IN CASH		46,448		(106,833)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR		226,764		333,597
CASH AND CASH EQUIVALENTS, END OF YEAR	$	273,212	$	226,764
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION				
Cash paid for interest	$	-	$	19

See Independent Auditors' Report and Accompanying Notes

NOTE A ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

Organization

Bridges Public Charter School Inc. (the School) was established to provide preschool education and after-care to students in the District of Columbia. The School was incorporated under the laws of the District of Columbia in August 2003 and was granted a 15-year charter to operate as a public charter school in the District of Columbia under the DC Public School Reform Act of 1995. The School provides an inclusive preschool setting for children with and without disabilities.

The School's activities are funded primarily by the District's per pupil allocation formula supplemented with federal funds allocated to the State Education Agency to be distributed to schools for staff development, special education services, and other eligible expenses.

Basis of Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation

Financial statement presentation follows the Financial Accounting Standards Board (FASB) Accounting Standards Codification Topic 958 Not-for-Profit Entities. In accordance with the topic, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School had no temporarily or permanently restricted net assets during the years ended June 30, 2012 and 2011.

Use of Estimates

Management uses estimates and assumptions in preparing financial statements in accordance with accounting principles generally accepted in the United States of America. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosures of contingent assets and liabilities, and the reported amounts of revenues and expenses. Actual results could vary from the estimates that were assumed in preparing the financial statements.

Contributions and Grants

Contributions and grants are recorded when unconditionally awarded or pledged and classified as unrestricted, temporarily restricted or permanently restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the statements of activities. When a donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

NOTE A – ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Cash and Cash Equivalents

For the purposes of the statements of cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of less than three months and money market funds to be cash equivalents. As of June 30, 2012, the School has cash that exceeded federally insured limits by approximately $56,000. The School did not have any cash that exceeded federally insured limits as of June 30, 2011. Management has evaluated the financial institutions and does not believe it is exposed to any significant credit risk.

Income Taxes

Bridges Public Charter School, Inc. qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting of uncertainty in income taxes as required by the Income Taxes topic (Topic 740) of the FASB Accounting Standards Codification. Topic 740 requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon ultimate settlement which could result in the School recording a tax liability that would reduce its net assets.

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2008-2010), or expected to be taken in its 2011 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

Property and Equipment

All acquisitions of property and equipment in excess of $500 and all expenditures for repairs, maintenance, renewals, and betterments that materially prolong the useful lives of assets are capitalized. Property and equipment acquired are recorded at cost or, if donated, at the approximate fair value at the time of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from 3 to 5 years. Leasehold improvements are depreciated over the term of the lease while maintenance and repairs which do not improve or extend the life of the respective asset are charged to expense as incurred.

NOTE A – ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Tuition Revenue The School receives tuition from the District of Columbia Public Schools in the form of a per pupil allocation with additional funding for special education, No English Proficiency or Limited English Proficiency (NEP/LEP), extended school year (summer school) and facilities. The payments are received quarterly and recognized as deferred revenue when received. Tuition is recognized as earned each month based on enrollment. The summer school funding is deferred throughout the fiscal year and recognized in the subsequent year when the work is performed.

Reclassifications Certain items in the financial statements for 2011 have been reclassified to conform with current year presentation. Such reclassification had no effect on the change in net assets.

Deferred Financing Costs Deferred financing costs consist of closing, legal, and other fees incurred in the underwriting and due diligence process for the loan provided by the Office of Public Charter School Financing and Support (OPCSFS). Deferred financing costs are amortized over the five-year loan term.

Functional Expenses The costs of providing the School's various programs and supporting services have been summarized on a functional basis in the accompanying Statement of Activities. Accordingly, certain costs have been allocated among the programs, fundraising and supporting services benefited.

NOTE B – PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at June 30:

Description		**2012**		2011
Furniture and equipment	$	**32,609**	$	32,609
Classroom equipment		**16,207**		10,170
Leasehold improvements		**424,536**		424,536
Computer equipment and software		**45,933**		45,933
		519,285		513,248
Less allowance for depreciation		**(368,517)**		(321,238)
Property and equipment, net	$	**150,768**	$	192,010

Depreciation expense for the years ended June 30, 2012 and 2011 was $47,279 and $49,887, respectively.

NOTE C – ACCRUED COMPENSATION

Classroom staff receives their school-year salary over a 12-month period ranging from approximately September through August. By the end of the school year, each classroom staff member has earned their entire school-year salary and it is recognized as an expense for the current school year. In addition, all staff is paid on a bi-weekly period, resulting in an accrual for the pay period that falls at the end of the fiscal year. These resulted in accrued compensation liabilities of $84,344 and $73,417 at June 30, 2012 and 2011, respectively.

NOTE D – LINE OF CREDIT

The School has a $100,000 revolving line of credit with United Bank bearing interest at the variable *Wall Street Journal* Prime Rate +1%, with a floor of 5.5%, collateralized by a general lien on the school assets. The line had a maturity date of March 25, 2012. On March 20, 2012, the School renewed the terms of the agreement to extend the maturity date to March 15, 2013. There was no outstanding balance on the line at June 30, 2012 and 2011.

NOTE E – CONCENTRATION OF RISK

During the years ended June 30, 2012 and 2011, the School received 90% and 88%, respectively, of its annual support and revenue from the District of Columbia based on its 15-year charter agreement with the District of Columbia Public Charter School Board. Reduction of this source of support would have a significant impact on the School's programs and activities.

NOTE F – LONG-TERM DEBT

The School secured financing from the OPCSFS in August 2005 and December 2005, in the amounts of $350,000 and $50,000, respectively, to fund the leasehold improvements for the School. The loans, which bear interest at 3% per annum, were consolidated in December 2005 with monthly payment of $7,389 for 54 months from February 2006 through July 2010.

Interest costs incurred on long-term debt for the year ended June 30, 2011 amounted to $18. There was no interest incurred for the year ended June 30, 2012.

NOTE G – OPERATING LEASE

In June 2005, the School entered into a 10-year lease agreement for its facilities. Under the terms of the lease, the School is required to make monthly payments of $14,745, which is increased annually by 3.5% on the anniversary of the rent commencement date of August 1, 2005. In accordance with the provisions of FASB ASC 840-10, rent expense is recorded on a straight-line basis in the amount of $17,236. This results in deferred rent liabilities as of June 30, 2012 and 2011 in the amounts of $79,639 and $89,693, respectively.

NOTE G – OPERATING LEASE (continued)

The future minimum lease payments on an annual basis are:

For the Year Ended June 30,	**Amount**
2013	$ 274,483
2014	182,340
2015	240,471
2016	20,096
Total future minimum lease payments	**$ 717,390**

Total rent expense for years ended June 30, 2012 and 2011 was $189,029 and $192,495, respectively.

NOTE H – IN-KIND CONTRIBUTIONS

The School receives in-kind contributions from individuals interested in the School's programs. Contributions of services are recognized if the services received create or enhance non-financial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. The in-kind contributions include mainly legal services and are recorded as revenue at a value estimated by the donor. During the years ended June 30, 2012 and 2011 the School received in kind contributions of $44,118 and $34,530, respectively.

NOTE J – AVERAGE COST PER STUDENT

For the years ended June 30, 2012 and 2011 the average cost per student was $25,430 and $23,395, respectively. This is calculated by dividing total noncapital expenditures by the school's full time student enrollment.

NOTE K – SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through October 27, 2011, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

BRIDGES PUBLIC CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2012
With Comparative Totals for 2011

	2012			2011
	Education Programs	General and Administrative	Total	Total
PERSONNEL, SALARIES AND BENEFITS				
Salaries	$ 866,256	$ 146,397	$ 1,012,653	$ 872,477
Employee benefits	231,309	21,841	253,150	251,292
Payroll taxes	93,147	15,767	108,914	50,378
Professional development	6,997		6,997	8,311
Travel and meetings	-	146	146	37
Total personnel, salaries and benefits	1,198,105	184,351	1,382,456	1,223,403
DIRECT STUDENT COSTS				
Supplies and materials	15,409	-	15,409	12,993
Transportation	3,688	-	3,688	4,419
Contracted instruction fees	158,575	-	158,575	171,306
Textbooks	1,935	-	1,935	716
Student assessments	30,753	-	30,753	7,950
Other student costs	15,000	-	15,000	-
Total direct student costs	225,360	-	225,360	199,976
OCCUPANCY EXPENSES				
Rent	161,664	27,365	189,029	193,495
Maintenance and repairs	20,142	3,389	23,531	21,468
Utilities	17,969	3,047	21,016	34,292
Contracted building services	6,906	3,508	10,414	26,876
Total occupancy expenses	205,655	38,304	243,959	277,153
OFFICE EXPENSES				
Office supplies and materials	5,262	1,132	6,394	5,337
Equipment rental	6,316	1,069	7,385	7,557
Telecommunications	4,576	2,397	6,973	8,235
Professional fees	-	106,533	106,533	98,730
Printing and publications	-	235	235	-
Postage and shipping	112	913	1,025	659
Computer and related	8,295	1,346	9,641	8,603
Memberships and subscriptions	546	6,209	6,755	2,036
Other office expense	316	15,274	15,590	7,759
Total office expenses	24,173	135,256	159,429	148,156
GENERAL EXPENSES				
Insurance	8,012	3,381	11,393	17,257
Interest	-	549	549	649
Administrative fee	-	10,856	10,856	425
Depreciation	40,435	6,844	47,279	49,857
Fees and licenses		-		10,817
Food service/catering	76,546	1,964	78,510	67,052
Other general expense	12,584	4,452	16,566	20,321
Total general expenses	137,477	27,306	164,783	156,415
TOTAL FUNCTIONAL EXPENSES	$ 1,805,344	$ 381,667	$ 2,187,011	$ 1,994,777

See Independent Auditors' Report and Accompanying Notes

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Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
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Washington, DC 20036

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Bridges Public Charter School, Inc.

We have audited the financial statements of Bridges Public Charter School, Inc. (the School) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 24, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of Bridges Public Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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This report is intended solely for the information and use of management, Board of Trustees, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

McQuade Brennan, LLP

Washington, DC
October 24, 2012

BRIDGES
PUBLIC CHARTER SCHOOL, INC.

AUDITED FINANCIAL STATEMENTS

June 30, 2013 and 2012

BRIDGES PUBLIC CHARTER SCHOOL, INC.
AUDITED FINANCIAL STATEMENTS
June 30, 2013 and 2012

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.McQuade.Brennan.LLP.
Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
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Washington, DC 20036

Independent Auditors' Report

The Board of Trustees
Bridges Public Charter School, Inc.
Washington, DC

Report on the Financial Statements

We have audited the accompanying financial statements of Bridges Public Charter School, Inc. (the "School"), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bridges Public Charter School, Inc. as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 17, 2013 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

McQuade Brennan, LLP

Washington, DC
September 17, 2013

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION

June 30,		2013		2012
ASSETS				
CURRENT ASSETS				
Cash and cash equivalents	$	**690,139**	$	273,212
Accounts and other receivables, net		**180,073**		114,386
Prepaid expenses		**27,813**		33,390
TOTAL CURRENT ASSETS		**898,025**		420,988
NON-CURRENT ASSETS				
Property and equipment, net		**195,713**		150,768
Security deposit		**29,490**		29,490
TOTAL NON-CURRENT ASSETS		**225,203**		180,258
TOTAL ASSETS	$	**1,123,228**	$	601,246
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts payable and accrued expenses	$	**168,815**	$	113,352
Accrued compensation		**158,734**		84,490
Deferred revenue		**28,914**		27,372
TOTAL CURRENT LIABILITIES		**356,463**		225,214
DEFERRED RENT		**61,995**		79,639
TOTAL LIABILITIES		**418,458**		304,853
NET ASSETS, UNRESTRICTED		**704,770**		296,393
TOTAL LIABILITIES AND NET ASSETS	$	**1,123,228**	$	601,246

See Independent Auditors' Report and Accompanying Notes

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES

For the Year Ended June 30,		2013		2012
REVENUE AND OTHER SUPPORT				
Per pupil appropriations	$	3,258,177	$	1,988,714
Program service revenue		213,791		130,654
Federal entitlements and grants		305,289		10,453
In-kind contributions		75,507		44,118
Other public grants		8,530		32,500
Private gifts and grants		17,862		9,352
Other income		678		625
TOTAL REVENUE AND OTHER SUPPORT		3,880,034		2,216,416
EXPENSES				
Program service		3,180,800		1,805,344
General and administrative		290,857		381,667
TOTAL EXPENSES		3,471,657		2,187,011
CHANGES IN NET ASSETS		408,377		29,405
NET ASSETS, BEGINNING OF YEAR		296,393		266,988
NET ASSETS, END OF YEAR	$	704,770	$	296,393

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS

For the Year Ended June 30,		2013		2012
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in net assets	$	408,377	$	29,405
Adjustments to reconcile change in net assets to net cash provided by operating activities:				
Depreciation		104,296		47,279
Allowance for bad debt expense		31,964		
Amortization of deferred rent expense		(17,644)		(10,054)
(Increase) decrease in assets:				
Accounts and other receivables		(97,651)		24,824
Prepaid expenses		5,577		(21,199)
Increase (decrease) in liabilities:				
Accounts payable and accrued expenses		55,463		(27,367)
Accrued compensation		74,244		11,073
Deferred revenue		1,542		(1,476)
NET CASH PROVIDED BY OPERATING ACTIVITIES		566,168		52,485
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchases of property and equipment		(149,241)		(6,037)
NET CASH USED FOR INVESTING ACTIVITIES		(149,241)		(6,037)
NET CHANGE IN CASH AND CASH EQUIVALENTS		416,927		46,448
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR		273,212		226,764
CASH AND CASH EQUIVALENTS, END OF YEAR	$	690,139	$	273,212

NOTE A – ORGANIZATION

Bridges Public Charter School Inc. (the "School") was established to provide preschool education and after care to students in the District of Columbia. The School was incorporated under the laws of the District of Columbia in August 2003 and was granted a 15-year charter to operate as a public charter school in the District of Columbia under the DC Public School Reform Act of 1995. In March 2012, the School was granted approval by the DC Public Charter School Board to expand into an elementary school program, to serve grades Pre-K through 5th. For the 2012-2013 school year, the School serviced students in grades Pre-K through Kindergarten.

The School's activities are funded primarily by the District's per pupil allocation formula supplemented with federal funds allocated to the State Education Agency to be distributed to schools for staff development, special education services, and other eligible expenses.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation

Financial statement presentation follows the Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") Topic 958 Not-for-Profit Entities. In accordance with the topic, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School had no temporarily or permanently restricted net assets as of June 30, 2013 and 2012.

Use of Estimates

Management uses estimates and assumptions in preparing financial statements in accordance with accounting principles generally accepted in the United States of America. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosures of contingent assets and liabilities, and the reported amounts of revenues and expenses. Actual results could vary from the estimates that were assumed in preparing the financial statements.

Cash and Cash Equivalents

For the purposes of the statements of cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of less than three months and money market funds to be cash equivalents. As of June 30, 2013 and 2012, the School has cash that exceeded federally insured limits by approximately $377,000 and $56,000, respectively. Management has evaluated the financial institutions and does not believe it is exposed to any significant credit risk.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Contributions and Grants

Contributions and grants are recorded when unconditionally awarded or pledged and classified as unrestricted, temporarily restricted or permanently restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the statements of activities. When a donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Income Taxes

Bridges Public Charter School, Inc. qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting of uncertainty in income taxes as required by the Income Taxes topic (Topic 740) of the FASB Accounting Standards Codification. Topic 740 requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon ultimate settlement which could result in the School recording a tax liability that would reduce its net assets.

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2009-2011) or expected to be taken in its 2012 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

Property and Equipment

All acquisitions of property and equipment in excess of $500 and all expenditures for repairs, maintenance, renewals, and betterments that materially prolong the useful lives of assets are capitalized. Property and equipment acquired are recorded at cost or, if donated, at the approximate fair value at the time of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from 3 to 5 years. Leasehold improvements are depreciated over the term of the lease while maintenance and repairs which do not improve or extend the life of the respective asset are charged to expense as incurred.

NOTE B – ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounts Receivable

Accounts receivable are reported at their outstanding balances, reduced by an allowance for doubtful accounts if management deems necessary. Receivables are considered past due based on contract terms.

Allowance for Doubtful Accounts

An allowance for doubtful accounts is based on management's evaluation of the status of existing receivables and historical collections data. As of June 30, 2013, the allowance for doubtful accounts was $31,964. At June 30, 2012, management believed all receivables were fully collectible; therefore, no allowance was made.

Tuition Revenue

The School receives tuition from the District of Columbia Public Schools in the form of a per pupil allocation with additional funding for special education, No English Proficiency or Limited English Proficiency (NEP/LEP), extended school year (summer school) and facilities. The payments are received quarterly and recognized as deferred revenue when received. Tuition is recognized as earned each month based on enrollment. The summer school funding is deferred throughout the fiscal year and recognized in the subsequent year when the work is performed.

Functional Expenses

The costs of providing the School's various programs and supporting services have been summarized on a functional basis in the accompanying Statement of Activities. Accordingly, certain costs have been allocated among the programs, fundraising and supporting services benefited.

NOTE C – PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at June 30:

Description	2013	2012
Furniture and equipment	$ 14,551	$ 32,609
Classroom equipment	20,197	16,207
Leasehold improvements	544,966	424,536
Computer equipment and software	29,078	45,933
Construction in progress	12,402	-
	621,194	519,285
Less allowance for depreciation	(425,481)	(368,517)
Property and equipment, net	$ 195,713	$ 150,768

Depreciation expense for the years ended June 30, 2013 and 2012 was $104,296 and $47,279, respectively.

NOTE D – ACCRUED COMPENSATION

Classroom staff receives their school-year salary over a 12-month period ranging from approximately September through August. By the end of the school year, each classroom staff member has earned their entire school year salary and it is recognized as an expense for the current school year. In addition, all staff is paid on a bi-weekly period, resulting in an accrual for the pay period that falls at the end of the fiscal year. These resulted in accrued compensation liabilities of approximately $159,000 and $84,000 at June 30, 2013 and 2012, respectively.

NOTE E – LINE OF CREDIT

The School has a $100,000 revolving line of credit with United Bank bearing interest at the variable *Wall Street Journal* Prime Rate + 1%, with a floor of 5.5%, collateralized by a general lien on the school assets. The line had a maturity date of March 25, 2012. On March 20, 2012, the School renewed the terms of the agreement to extend the maturity date to March 15, 2013. There was no outstanding balance on the line at June 30, 2013 and 2012.

NOTE F – CONCENTRATION OF RISK

During the years ended June 30, 2013 and 2012, the School received 85% and 90%, respectively, of its annual support and revenue from the District of Columbia based on its 15 year charter agreement with the District of Columbia Public Charter School Board. Reduction of this source of support would have a significant impact on the School's programs and activities.

NOTE G – OPERATING LEASE

In June 2005, the School entered into a 10-year lease agreement for its facilities. Under the terms of the lease, the School is required to make monthly payments of $14,745, which is increased annually by 3.5% on the anniversary of the rent commencement date of August 1, 2005. In accordance with the provisions of FASB ASC 840-10, rent expense is recorded on a straight-line basis in the amount of $17,236. This results in deferred rent liabilities as of June 30, 2013 and 2012 in the amounts of $61,995 and $79,639 respectively.

The future minimum lease payments on an annual basis are:

For the Year Ended June 30,		**Amount**
2014	$	232,340
2015		240,471
2016		20,096
Total future minimum lease payments	**$**	**492,907**

Total rent expense for years ended June 30, 2013 and 2012 was $206,521 and $189,029, respectively.

NOTE H – IN-KIND CONTRIBUTIONS

The School receives in-kind contributions from individuals interested in the School's programs. Contributions of services are recognized if the services received create or enhance non-financial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. The in-kind contributions include mainly legal services and are recorded as revenue at a value estimated by the donor. During the years ended June 30, 2013 and 2012 the School received in-kind contributions of $75,507 and $44,118, respectively.

NOTE I – AVERAGE COST PER STUDENT

For the years ended June 30, 2013 and 2012 the average cost per student was $24,054 and $25,436 respectively. This is calculated by dividing total noncapital expenditures by the School's full-time student enrollment.

NOTE J – SUBSEQUENT EVENTS

As required by the *Subsequent Events* topic (Topic 855) of the FASB ASC, the School has evaluated the impact on its financial statements and disclosures of certain transactions occurring subsequent to its year end through September 17, 2013, which is the date the School's financial statements are available to be issued. Management has determined that there are no subsequent events that require disclosure pursuant to Topic 855.

BRIDGES PUBLIC CHARTER SCHOOL, INC.
SCHEDULES OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2013

	Educational Programs	General and Administrative	Total
Personnel, Salaries and Benefits			
Salaries	$ 1,746,298	$ 168,542	$ 1,914,840
Employee benefits	110,711	10,685	121,396
Payroll taxes	152,361	14,705	167,066
Professional development	31,453	3,036	34,489
Travel and meetings	1,412	136	1,548
Total personnel, salaries and benefits	2,042,235	197,104	2,239,339
Direct Student Costs			
Supplies and materials	46,041	-	46,041
Transportation	-	-	-
Contracted instruction fees	258,878	-	258,878
Textbooks	21,593	-	21,593
Student assessments	2,821	-	2,821
Other student costs	13,944	-	13,944
Total direct student costs	343,277	-	343,277
Occupancy Expenses			
Rent	188,343	18,178	206,521
Maintenance and repairs	4,901	473	5,374
Utilities	50,695	4,893	55,589
Janitorial Supplies	27,306	2,635	29,941
Contracted building services	10,292	993	11,285
Total occupancy expenses	281,537	27,172	308,709
Office Expenses			
Office supplies and materials	7,794	752	8,546
Equipment rental	11,781	1,137	12,918
Telecommunications	9,173	885	10,058
Professional fees	160,158	15,458	175,616
Printing and copying	59	6	64
Postage and shipping	1,250	121	1,371
Computer and related	246	24	270
Memberships and subscriptions	6,288	607	6,895
Other office expense	1,961	189	2,150
Total office expenses	198,710	19,179	217,889
General Expenses			
Insurance	14,766	1,425	16,191
Bad debt expense	29,151	2,813	31,964
Administration fee	-	16,996	16,996
Depreciation	95,116	9,180	104,296
Fees and licenses	410	40	450
Food service/catering	117,363	11,327	128,691
Other general expense	58,235	5,621	63,856
Total general expenses	315,041	47,402	362,443
TOTAL FUNCTIONAL EXPENSES	$ 3,180,800	$ 290,857	$ 3,471,657

See Independent Auditors' Report and Accompanying Notes

BRIDGES PUBLIC CHARTER SCHOOL, INC.
SCHEDULES OF FUNCTIONAL EXPENSES (Continued)
For the Year Ended June 30, 2012

		Educational Programs		General and Administrative		Total
Personnel, Salaries, and Benefits						
Salaries	$	866,055	$	145,597	$	1,012,053
Employee benefits		231,909		21,841		253,750
Payroll taxes		93,147		15,767		108,914
Professional development		6,997				6,947
Travel and meetings				146		146
Total personnel, salaries and benefits		1,198,099		184,351		1,382,450
Direct Student Costs						
Supplies and materials		13,409		-		13,409
Transportation		3,688		-		3,688
Contracted instruction fees		168,575		-		168,575
Textbooks		1,633				1,633
Student assessments		33,725		-		33,725
Other student costs		18,300		-		18,300
Total direct student costs		239,330				239,330
Occupancy Expenses						
Rent		161,564		27,665		189,229
Maintenance and repairs		20,132		3,384		23,501
Utilities		12,973		5,042		18,015
Contracted building services		8,906		1,518		10,424
Total occupancy expenses		203,655		37,594		243,954
Office Expenses						
Office supplies and materials		5,262		1,122		6,384
Equipment rental		6,316		1,069		7,385
Telecommunications		5,076		1,887		6,963
Professional fees				106,503		106,503
Printing and copying		-		205		205
Postage and shipping		12		413		425
Computer and related		8,245		1,396		9,641
Memberships and subscriptions		546		5,237		5,783
Other office expense		316		9,274		15,590
Total office expenses		24,773		134,206		159,479
General Expenses						
Insurance		8,017		3,381		11,393
Interest		-		320		310
Administration fee				10,886		10,886
Depreciation		40,437		6,811		47,279
Fees and licenses				-		-
Food services/catering		78,946		1,364		80,310
Other general expense		12,034		4,482		16,596
Total general expenses		139,477		27,306		164,783
TOTAL FUNCTIONAL EXPENSES	$	1,865,344	$	381,067	$	2,186,211

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Bridges Public Charter School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bridges Public Charter School, Inc. (the "School"), which comprise the statements of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 17, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Washington, DC
September 17, 2013

BRIDGES
PUBLIC CHARTER SCHOOL, INC.

AUDITED FINANCIAL STATEMENTS

June 30, 2014 and 2013

BRIDGES PUBLIC CHARTER SCHOOL, INC.
AUDITED FINANCIAL STATEMENTS
June 30, 2014 and 2013

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.McQuade.Brennan.LLP.
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Independent Auditors' Report

The Board of Trustees
Bridges Public Charter School, Inc.
Washington, DC

Report on the Financial Statements

We have audited the accompanying financial statements of Bridges Public Charter School, Inc. (the "School"), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bridges Public Charter School, Inc. as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

McConnell Jones LLP

Washington, DC
November 12, 2014

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION

June 30,		2014		2013
ASSETS				
CURRENT ASSETS				
Cash and cash equivalents	$	1,422,746	$	690,139
Accounts and other receivables, net		136,635		180,073
Prepaid expenses		49,618		27,813
TOTAL CURRENT ASSETS		1,608,999		898,025
NON-CURRENT ASSETS				
Property and equipment, net		94,311		195,713
Security deposit		52,838		29,490
TOTAL NON-CURRENT ASSETS		147,149		225,203
TOTAL ASSETS	$	1,756,148	$	1,123,228
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts payable and accrued expenses	$	222,732	$	138,556
Accrued compensation		320,307		188,993
Deferred revenue		32,777		28,914
Deferred rent		36,493		61,995
TOTAL CURRENT LIABILITIES		612,309		418,458
NET ASSETS, UNRESTRICTED		1,143,839		704,770
TOTAL LIABILITIES AND NET ASSETS	$	1,756,148	$	1,123,228

The Accompanying Notes Are an Integral Part of These Financial Statements

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES

For the Years Ended June 30,		2014		2013
REVENUE AND OTHER SUPPORT				
Per pupil appropriations	$	**4,164,137**	$	2,829,177
Per pupil facilities allowance		**633,000**		429,000
Program service revenue		**178,166**		233,791
Federal entitlements and grants		**327,666**		305,289
In-kind contributions		**55,596**		75,507
Other public grants		**36,803**		8,530
Private gifts and grants		**26,093**		17,862
Other income		**11,868**		878
TOTAL REVENUE AND OTHER SUPPORT		**5,433,329**		3,880,034
EXPENSES				
Educational Programs		**4,618,864**		3,180,800
General and administrative		**375,396**		290,857
TOTAL EXPENSES		**4,994,260**		3,471,657
CHANGE IN NET ASSETS		**439,069**		408,377
NET ASSETS, BEGINNING OF YEAR		**704,770**		296,393
NET ASSETS, END OF YEAR	$	**1,143,839**	$	704,770

The Accompanying Notes Are an Integral Part of These Financial Statements

BRIDGES PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS

For the Years Ended June 30,	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 439,069	$ 408,377
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	110,747	104,296
Allowance for bad debt expense	19,348	31,964
Amortization of deferred rent expense	(25,502)	(17,644)
(Increase) decrease in assets:		
Accounts and other receivables	24,090	(97,651)
Prepaid expenses	(21,805)	5,577
Security deposit	(23,348)	-
Increase (decrease) in liabilities:		
Accounts payable and accrued expenses	84,176	55,463
Accrued compensation	131,314	74,244
Deferred revenue	3,863	1,542
NET CASH PROVIDED BY OPERATING ACTIVITIES	741,952	566,168
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(9,345)	(149,241)
NET CASH USED FOR INVESTING ACTIVITIES	(9,345)	(149,241)
NET CHANGE IN CASH AND CASH EQUIVALENTS	732,607	416,927
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	690,139	273,212
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,422,746	$ 690,139

The Accompanying Notes to the Financial Statements Are an Integral Part of These Financial Statements

NOTE A ORGANIZATION

Bridges Public Charter School Inc. (the "School") was established to provide preschool education and after-care to students in the District of Columbia. The School was incorporated under the laws of the District of Columbia in August 2003 and was granted a 15-year charter to operate as a public charter school in the District of Columbia under the DC Public School Reform Act of 1995. In March 2012, the School was granted approval by the DC Public Charter School Board to expand into an elementary school program, to serve grades Pre-K through fifth. For the 2013-2014 school year, the School serviced students in grades Pre-K3 through first.

The School's activities are funded primarily by the District's per pupil allocation formula supplemented with federal funds allocated to the State Education Agency to be distributed to schools for staff development, special education services, and other eligible expenses.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation Financial statement presentation follows the Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") Topic *Not-for-Profit Entities*. In accordance with the topic, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School had no temporarily or permanently restricted net assets as of June 30, 2014 and 2013.

Use of Estimates Management uses estimates and assumptions in preparing financial statements in accordance with accounting principles generally accepted in the United States of America. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosures of contingent assets and liabilities, and the reported amounts of revenues and expenses. Actual results could vary from the estimates that were assumed in preparing the financial statements

Cash and Cash Equivalents For the purposes of the statements of cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of less than three months and money market funds to be cash equivalents.

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounts Receivable

Accounts receivable are recorded when billed and accrued and represents claims against third parties that will be settled in cash. Accounts receivable are reported net of allowance for doubtful accounts, if any. The allowance for doubtful accounts, if any, is estimated based on historical collection trends, the age of the outstanding receivable and existing economic conditions. If actual experience changes, revisions to the allowance may be necessary. Past due accounts receivable are written off when internal collection efforts have been unsuccessful in collecting the amount due. As of June 30, 2014 and 2013, the allowance for doubtful accounts was $14,253 and $31,964, respectively.

Property and Equipment

In February 2014 the School increased its capitalization amount to $1,000. Therefore, property and equipment having a cost greater than $1,000 and a useful life of greater than one year are stated at cost, or if donated at fair market value. Expenditures for maintenance and repairs are charged against operations. Renewals and betterments that materially extend the life of the asset are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from 3 to 5 years. Leasehold improvements are depreciated over the term of the lease.

Deferred Revenue

Deferred revenue resulted from the School recognizing grant income in the period which the work is performed. Accordingly, grant income which is received in the current fiscal year is deferred until the year in which the work is performed.

Deferred Rent

The School records rent expense on a straight-line basis over the term of the lease. Deferred rent is recorded for the difference in the rent expense recognized on a straight-line basis.

Contributions and Grants

Contributions and grants are recorded when unconditionally awarded or pledged and classified as unrestricted, temporarily restricted or permanently restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the statements of activities. When a donor restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

NOTE B – ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

In-kind Contributions

In-kind contributions are recorded at fair market value at the date of the donation. Contribution of donated services that create or enhance nonfinancial assets or that required specialized skills, and provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received. For the years ended June 30, 2014 and 2013, the School received donated services in the amount of $55,596 and $75,507, respectively.

Income Taxes

Bridges Public Charter School, Inc. qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting of uncertainty in income taxes as required by the Income Taxes topic of the FASB Accounting Standards Codification. The topic requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon ultimate settlement which could result in the School recording a tax liability that would reduce its net assets.

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2011-2012), or expected to be taken in its 2013 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

Tuition Revenue

The School receives tuition from the District of Columbia Public Schools in the form of a per pupil allocation with additional funding for special education, No English Proficiency or Limited English Proficiency (NEP/LEP), extended school year (summer school) and facilities. The payments are received quarterly and recognized as deferred revenue when received. Tuition is recognized as earned each month based on enrollment. The summer school funding is deferred throughout the fiscal year and recognized in the subsequent year when the work is performed.

NOTE B – ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Functional Expenses The costs of providing the School's various programs and supporting services have been summarized on a functional basis in the accompanying Statement of Activities. Direct costs of providing the School's programs and other activities which are identifiable have been assigned to the related program and support services and indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Reclassifications Certain amounts for the June 30, 2013 have been reclassified to conform to the current year presentation. The reclassification had no effect on the previously reported net assets or change in net assets.

NOTE C – PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at June 30:

Description	2014	2013
Furniture and equipment	$ 15,552	$ 14,551
Classroom equipment	28,542	20,197
Leasehold improvements	557,368	557,368
Computer equipment and software	29,078	29,078
	630,540	621,194
Less allowance for depreciation	(536,229)	(425,481)
Property and equipment, net	$ 94,311	$ 195,713

Depreciation expense for the years ended June 30, 2014 and 2013 was $110,747 and $104,296, respectively.

NOTE D – ACCRUED COMPENSATION

Classroom staff receives their school-year salary over a 12-month period ranging from approximately September through August. By the end of the school year, each classroom staff member has earned their entire school-year salary and it is recognized as an expense for the current school year. In addition, all staff are paid on a bi-weekly period, resulting in an accrual for the pay period that falls at the end of the fiscal year. These resulted in accrued compensation liabilities of $320,307 and $188,993 at June 30, 2014 and 2013, respectively.

NOTE E – CONCENTRATION OF RISK

As of June 30, 2014 and 2013, the School has cash that exceeded federally insured limits by approximately $1,181,000 and $377,000, respectively. Management has evaluated the financial institutions and does not believe it is exposed to any significant credit risk.

During the years ended June 30, 2014 and 2013, the School received 88% and 84%, respectively, of its annual support and revenue from the District of Columbia based on its 15-year charter agreement with the District of Columbia Public Charter School Board. Reduction of this source of support would have a significant impact on the School's programs and activities.

NOTE F – OPERATING LEASE

In June 2005, the School entered into a 10-year lease agreement for its facilities. Under the terms of the lease, the School is required to make monthly payments of $14,745, which is increased annually by 3.5% on the anniversary of the rent commencement date of August 1, 2005. In accordance with the provisions of current accounting standards, rent expense is recorded on a straight-line basis in the amount of $17,236. This results in deferred rent liabilities as of June 30, 2014 and 2013 in the amounts of $36,493 and $61,995 respectively.

On June 27, 2014, the School entered into a lease agreement for additional facilities to accommodate the growth of the School. Under the terms of the lease the School is required to make monthly payments of $23,348, which is increased annually by 3% on the anniversary of the lease commencement date of August 1, 2014. This new site was placed into operations during the FY 14-15 school year.

The future minimum lease payments on an annual basis are:

For the Years Ended June 30,		Amount
2015		497,299
2016		307,972
2017		296,507
2018		305,412
2019		314,571
Thereafter		685,606
Total future minimum lease payments	**$**	**2,407,367**

Total rent expense for years ended June 30, 2014 and 2013 was $206,858 and $206,521, respectively.

NOTE G – COMMITMENTS AND CONTINGENCY LIABILITIES

The School receives revenues from government grants and contracts that are subject to inspection and audit by the appropriate funding agency. The purpose is to determine whether program funds were used in accordance with their respective guidelines and regulations. The potential exists for disallowance of previously funded program costs. The School is of the opinion that disallowance, if any, arising from such audits will not have a material effect on the financial statements. The School has no provision for the possible disallowance of program costs on its financial statements.

NOTE H – AVERAGE COST PER STUDENT

For the years ended June 30, 2014 and 2013 the average cost per student was $23,577 and $24,054, respectively. This is calculated by dividing total noncapital expenditures, by the School's full-time student enrollment.

NOTE I – RETIREMENT PLAN

The School has a 401k plan, under which the School will match dollar for dollar employee contributions up to 4% of the employee's salary. Employees participating in the retirement plan must be employed by the School for two years before having a vested interest in the contributions made to their retirement plan by the School. The total contributions made by the School for the years ended June 30, 2014 and 2013 were $19,576 and $12,474, respectively.

NOTE J – SUBSEQUENT EVENTS

As required by the *Subsequent Events* topic of the FASB ASC, the School has evaluated the impact on its financial statements and disclosures of certain transactions occurring subsequent to its year end through the date of the auditors' report, which is the date the School's financial statements were available to be issued. Management has determined that there are no subsequent events that require disclosure pursuant to the subsequent event topic.

BRIDGES PUBLIC CHARTER SCHOOL, INC.
SCHEDULES OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2014

	Educational Programs	General and Administrative	Total
Personnel, Salaries and Benefits			
Salaries	$ 2,679,022	$ 208,736	$ 2,887,758
Employee benefits	141,269	11,007	152,276
Payroll taxes	235,842	18,376	254,218
Professional development	28,640	2,232	30,872
Travel and meetings	1,706	133	1,839
Total personnel, salaries and benefits	3,086,480	240,483	3,326,963
Direct Student Costs			
Supplies and materials	73,876	-	73,876
Contracted instruction fees	262,170	-	262,170
Textbooks	37,406	-	37,406
Student assessments	3,919	-	3,919
Other student costs	21,369	-	21,369
Total direct student costs	398,740	-	398,740
Occupancy Expenses			
Rent	191,887	14,951	206,838
Maintenance and repairs	109,166	8,506	117,672
Utilities	100,257	7,811	108,068
Janitorial Supplies	42,060	3,277	45,337
Contracted building services	12,991	1,012	14,003
Total occupancy expenses	456,361	35,557	491,918
Office Expenses			
Office supplies and materials	8,834	688	9,522
Equipment rental	16,888	1,316	18,204
Telecommunications	18,428	1,436	19,864
Professional fees	195,074	15,199	210,273
Postage and shipping	1,291	101	1,392
Memberships and subscriptions	5,773	450	6,223
Other office expense	10,502	818	11,320
Total office expenses	256,790	20,008	276,798
General Expenses			
Insurance	16,204	1,262	17,466
Bad debt expense	-	19,348	19,348
Administration fee	-	27,237	27,237
Depreciation	102,742	8,005	110,747
Food service/catering	176,724	13,769	190,493
Other general expense	124,824	9,726	134,550
Total general expenses	420,493	79,348	499,841
TOTAL FUNCTIONAL EXPENSES	$ 4,618,864	$ 375,396	$ 4,994,260

BRIDGES PUBLIC CHARTER SCHOOL, INC.
SCHEDULES OF FUNCTIONAL EXPENSES (Continued)
For the Year Ended June 30, 2013

	Educational Programs	General and Administrative	Total
Personnel, Salaries and Benefits			
Salaries	$ 1,746,298	$ 168,542	$ 1,914,840
Employee benefits	110,711	10,685	121,396
Payroll taxes	152,361	14,705	167,066
Professional development	31,453	3,036	34,489
Travel and meetings	1,412	136	1,548
Total personnel, salaries and benefits	2,042,235	197,104	2,239,339
Direct Student Costs			
Supplies and materials	46,041	-	46,041
Transportation	-	-	-
Contracted instruction fees	258,878	-	258,878
Textbooks	21,593	-	21,593
Student assessments	2,821	-	2,821
Other student costs	13,944	-	13,944
Total direct student costs	343,277	-	343,277
Occupancy Expenses			
Rent	188,343	18,178	206,521
Maintenance and repairs	4,901	473	5,374
Utilities	50,695	4,893	55,588
Janitorial Supplies	27,306	2,635	29,941
Contracted building services	10,292	993	11,285
Total occupancy expenses	281,537	27,172	308,709
Office Expenses			
Office supplies and materials	7,794	752	8,546
Equipment rental	11,781	1,137	12,918
Telecommunications	9,173	885	10,058
Professional fees	160,158	15,458	175,616
Printing and copying	59	6	64
Postage and shipping	1,250	121	1,371
Computer and related	246	24	270
Memberships and subscriptions	6,288	607	6,895
Other office expense	1,961	189	2,150
Total office expenses	198,710	19,179	217,889
General Expenses			
Insurance	14,766	1,425	16,191
Bad debt expense	-	31,964	31,964
Administration fee	-	16,996	16,996
Depreciation	95,116	9,180	104,256
Fees and licenses	410	40	450
Food service/catering	117,163	11,327	128,651
Other general expense	58,235	5,621	63,856
Total general expenses	315,041	47,402	362,443
TOTAL FUNCTIONAL EXPENSES	$ 3,180,800	$ 290,857	$ 3,471,657

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ONAN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Bridges Public Charter School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bridges public Charter School, Inc. (the School), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November, 12 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose

McQuade Brennan LLP

Washington, D.C.
November 12, 2014