



2017-18 Five-Year Charter Review Report

Ingenuity Prep Public Charter School

November 20, 2017

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a five-year charter review of the Ingenuity Prep Public Charter School (Ingenuity Prep PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*¹

Ingenuity Prep PCS is a single campus local education agency (LEA), currently serving grades prekindergarten-3 (PK3) through four,² that adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations.

Pursuant to the school's Charter and Charter Agreement, Ingenuity Prep PCS has substantially met its goals and academic achievement expectations. Its average PMF score since 2015-16 has been 60.7%, which far exceeds the 40% minimum the school needed to reach. 2014-15 was a "hold harmless" year due to the transition of state assessments. In 2013-14, its first year of operation, the school met the floors of all early childhood targets with the exception of an early childhood literacy growth measure.

In addition, the school has not materially violated the law or its charter, and it is in strong fiscal health. Based on these findings, on November 20, 2017, the DC PCSB Board voted 6 – 0 to continue the school's charter.

CHARTER REVIEW STANDARD

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

¹ D.C. Code § 38-1802.12(a)(3).

² DC PCSB voted in December 2014 to approve Ingenuity Prep PCS's enrollment ceiling increase request, which adds one grade every school year (SY) until the school reaches grade eight in SY 2021-22. As of SY 2016-17, the last year of data reviewed for this report, Ingenuity Prep PCS served grades PK3 through three.

³ D.C. Code § 38-1802.12(a)(3).

⁴ D.C. Code § 38-1802.12(c).

If DC PCSB determines that a school has committed a material violation of applicable law or of its charter, or has not met its goals and academic achievement expectations, as described above, DC PCSB may, at its discretion, grant the school a continuance or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC 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.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Ingenuity Prep PCS began operating in school year (SY) 2013-14 under authorization from DC PCSB, serving students in grades PK3 through kindergarten. The school has grown one grade each year, and in SY 2017-18 serves 496 students in grades PK3 through four. In SY 2021-22, it will be at capacity with a projected 778 students in grades PK3 through eight.

The mission of Ingenuity Prep PCS is:

To prepare its students to succeed in college and beyond as impactful civic leaders.⁵

The school offers an extended school day and school year.⁶ Ingenuity Prep PCS classrooms can have up to 60 students, and are each led by groups of three to four teachers, one of whom is designated as the Class Lead.⁷ Each group of teachers is assigned to a class of students who they teach for three years as the students' progress in grade levels.⁸ Teachers advance up a five-tier "teacher career ladder" as they demonstrate effective performance, and within classrooms the school pairs beginning teachers with more experienced practitioners.⁹

Ingenuity Prep PCS uses a rotational blended learning model, with students rotating from small group lessons to online learning at computers.¹⁰ Students receive three hours of literacy instruction and 90 minutes of math instruction each day.

A key aspect of Ingenuity Prep PCS's mission is developing its students as civic leaders, and to this end the school reports that it is building a civic leadership program based on four pillars: social-emotional literacy, collaborative problem-solving, a social-justice-focused social studies and science curriculum, and service learning.¹¹ As part of this program, all kindergarten and first grade students participate in a daily social-emotional literacy class.¹²

⁵ See Ingenuity Prep PCS charter agreement, p. 2, attached to this report as Appendix A.

⁶ Ingenuity Prep PCS's school year is 184 days, and students attend school each day from 8:00am to 4:10pm on Monday through Thursday, and from 8:00am to 1:15pm on Fridays. The average school year for a DC public (traditional or charter) school is 180 days with a 6-6.5 hour school day.

⁷ See Ingenuity Prep PCS charter application, attached as Appendix B, page 12.

⁸ See Appendix B, page 12.

⁹ See Ingenuity Prep PCS website at <http://www.ingenuityprep.org/careers/join-our-team/teaching/>.

¹⁰ <http://www.ingenuityprep.org/about-ingenuity-prep/model/>.

¹¹ See Ingenuity Prep PCS 2016-17 Annual Report, p. 3, attached to this report as Appendix C.

Enrollment and Demographic Trends

The tables below show Ingenuity Prep PCS’s enrollment, which has increased each year as the school adds new grades. In December 2014, DC PCSB approved a request from the school to increase its enrollment ceiling by 382 students over six years, and to open additional prekindergarten classes, with the caveat that the increased ceiling would be voided if DC PCSB determined in this five-year charter review that Ingenuity Prep PCS had not sufficiently met its goals.¹³ The school has consistently enrolled students at levels close to, or in excess of its enrollment forecasts. In SY 2017-18, Ingenuity Prep PCS has an enrollment ceiling of 491. In SY 2016-17 the school served a student body that was 100% economically disadvantaged and 96.8% African American.

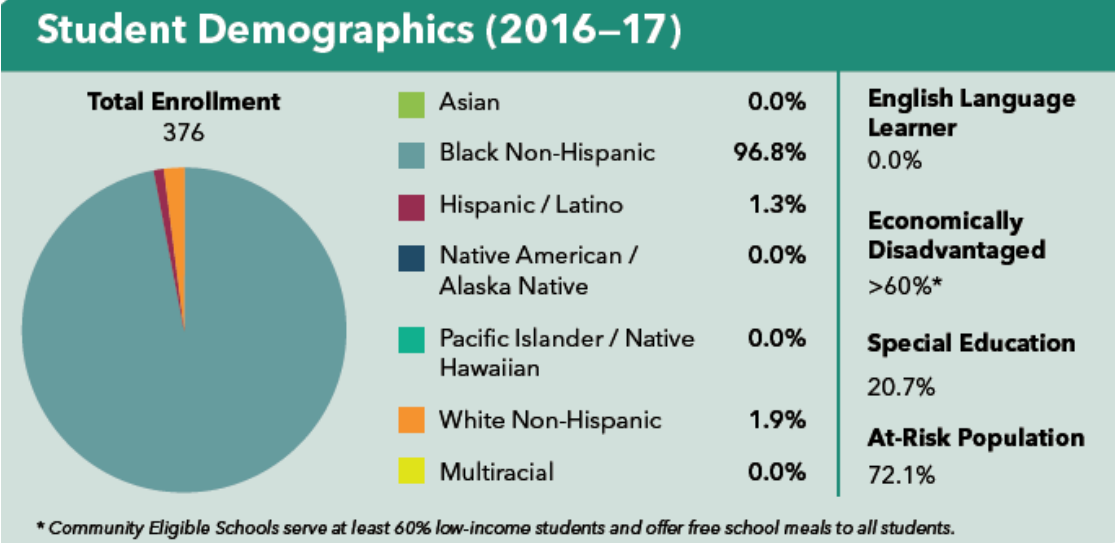
Ingenuity Prep PCS - Enrollment					
Year	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Levels	PK3-K	PK3-1	PK3-2	PK3-3	PK3-4
Actual Enrollment	108	201	288	376	496 ¹⁴
Enrollment Projections	108	216	288	386	474

Ingenuity Prep PCS – Enrollment by Grade				
	2013-14	2014-15	2015-16	2016-17
PK3	24	24	51	52
PK4	25	49	51	73
Kindergarten	59	64	66	68
Grade 1		64	60	66
Grade 2			60	54
Grade 3				63
Total	108	201	288	376

¹² See Appendix C, page 5.

¹³ See December 15, 2014 DC PCSB board memorandum, attached to this report as Appendix D.

¹⁴ Unaudited data from October 13, 2017.



Performance Management Framework Outcomes

The school’s overall performance data on the PK-8 PMF – which assesses reading and math proficiency, academic growth, attendance, re-enrollment, as well as other measures – are summarized in the table below. The school scored close to Tier 1 levels SY 2015-16 with a score of 63.7%. In SY 2016-17 the results declined to 57.7%. This was the first year the school had students who took the Partnership for Assessment of Readiness for College and Careers (PARCC) exam (which is administered beginning in third grade) which factored into the PMF score and tier.

In 2013-14, its first year of operation, the school met the floors of all early childhood targets with the exception of an early childhood literacy growth measure.

PMF Outcomes			
2013-14	2014-15	2015-16	2016-17
PK3-K	PK3-1	PK3-2	PK3-3
Early Childhood PMF’s pilot year, no scores or tiers issued; school missed the floor of one early childhood PMF measure	No PMF scores or tiers due to change in state assessment	Tier 2 63.7%	Tier 2 57.7%

Communication with the School

DC PCSB staff met with school leaders at Ingenuity Prep PCS on March 13, 2017 to discuss the five-year review. During this meeting, staff explained that that the school needed to earn a score of 16.3% or higher on the 2016-17 PMF to meet its goals and

student academic achievement expectations. Staff provided the school with the table below.

Year	2013-14	2014-15	2015-16	2016-17 <i>Score Needed</i>
Results	Missed the floor of one EC PMF target		63.7%	16.3%

Notice of Concern

In April 2014, the DC PCSB Board issued a Notice of Concern to Ingenuity Prep PCS based on the school’s 26.9% truancy rate. The DC PCSB Board lifted this Notice of Concern the following month based on improved attendance rates and increased efforts by the school to reduce truancy, pursuant to DC PCSB’s Attendance and Truancy Policy.¹⁵

¹⁵ See April and May 2014 DC PCSB board memoranda, attached to this report as Appendix E.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are only considered as part of the renewal analysis if they were included in a school’s charter or charter amendment approved by the DC PCSB Board.

In June 2017, Ingenuity Prep PCS updated its PMF as Goals standard to reflect the most recently revised *Elect to Adopt PMF as Goals* policy.¹⁶

The PMF Outcomes chart below summarizes DC PCSB’s determination of whether the school met its respective goals and academic achievement expectations. These determinations are further detailed in the body of this report.

Goals and Academic Expectations	Met?
The School Corporation will be deemed to have met its goals and academic achievement expectations if at its five-year charter review in school year 2017-18, the school’s average PMF score for 2015-16 and 2016-17 is equal to or exceeds 40% and the school has met the floor of all Early Childhood (EC) PMF measures in SY 2013-14.	Substantially.

Assessment: Ingenuity Prep PCS substantially met its goals and academic achievement expectations. The table below provides an overview of the school’s PMF performance. DC charter schools did not receive a score on the 2014-15 PMF, given DC’s transition from the DC Comprehensive Assessment System (DC CAS) to the Partnership for the Assessment of Readiness for College and Career (PARCC) assessment.

While the school did not meet the floor of an early childhood literacy growth measure in SY 2013-14, its first year of operation, it had an average PMF score of 60.7% for SYs 2015-16 and 2016-17, exceeding the 40% threshold.

¹⁶ Please see PMF as Goals policy attached as Appendix F.

Ingenuity Prep PCS - PMF Outcomes				
2013-14	2014-15	2015-16	2016-17	Average PMF Score
PK3-K	PK3-1	PK3-2	PK3-3	
EC PMF's pilot year, no scores or tiers issued; school missed the floor of one early childhood PMF measure	No PMF scores or tiers due to change in state assessment	Tier 2 63.7%	Tier 2 57.7%	60.3%

Student Academic Achievement and Progress Measures

The PMF measures progress and achievement in English Language Arts and math. The proficiency tables display results for subgroups if more than 10 students took the state assessment. The PMF also includes the following school environment measures: attendance, re-enrollment, and scores from the Classroom Assessment Scoring System (CLASS). Many charts are color coded according to the following key:

KEY for Campus Rate Data Charts	
3+	A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC
4+	A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC
n-size	Number of students who took the state assessment at this school
Green	<ul style="list-style-type: none"> Met the EC PMF floor in 2013-14 Greater than or equal the state average or charter sector average of the same grade band
Red	<ul style="list-style-type: none"> Did not meet the EC PMF floor in 2013-14 Less than the state average or charter sector average of the same grade band
No Shading	<ul style="list-style-type: none"> Data from 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.) PK – 2 “display only” data that does not factor into the PMF score

English Language Arts (ELA)

ELA Proficiency

Ingenuity Prep PCS added third grade in SY 2016-17, therefore this is the first time the school administered the PARCC, which is offered to students in grades 3-8 and 10. The school's overall ELA proficiency was below the state average for “college and career ready” (4+) but above the state average for “approaching college and career ready” (3+). Ninety-eight percent of Ingenuity Prep PCS students are African American, and the school has a significant population of At-Risk students.¹⁷ Both of these subgroups performed

¹⁷ OSSE definition for an at-risk student: An indication that in 2015-16, the student was under the care of the District's foster care system, Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition

above the state average. The school performed below the state average for students with disabilities – zero percent of Ingenuity Prep PCS students with disabilities received a 3 or above on the ELA portion of the PARCC compared to the state average of 19.3%.

Ingenuity Prep PCS - ELA			
Subgroup		2016-2017 PARCC	
		School	State
All	3 +	56.7	49.6
	4 +	26.7	27.9
	<i>n-size</i>	60	
Black Non-Hispanic	3 +	55.9	41.5
	4 +	25.4	19.6
	<i>n-size</i>	59	
Students with Disabilities	3 +	0	19.3
	4 +	0	7.3
	<i>n-size</i>	11	
Economically Disadvantaged	3 +	56.7	41.8
	4 +	26.7	19.4
	<i>n-size</i>	60	
At Risk	3 +	57.9	34.2
	4 +	21.1	13.6
	<i>n-size</i>	38	
Male	3 +	44.8	43.6
	4 +	17.2	23.2
	<i>n-size</i>	29	
Female	3 +	67.7	55.6
	4 +	35.5	32.7
	<i>n-size</i>	31	

Ingenuity Prep PCS chose its own school assessments to measure PK literacy for the PMF. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. Starting in SYs 2014-15 through 2016-17 the results are for display only and do not factor into the PMF score.

Assistance Program (SNAP) eligible, identified as homeless, or an overage high school student. Students in adult and alternative programs are not eligible to be identified as at risk.

Ingenuity Prep PCS did not meet the floor of its prekindergarten literacy measure in 2013-14, its first year of operation. However, the school showed improvement and exceeded the floor for each measure during SYs 2014-15 through 2016-17.¹⁸

PK Literacy Targets		
Year	Measure	Result
2013-14	Every Child Ready (ECR) Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year. Floor: ¹⁹ 60 Target: ²⁰ 100	58.3%
2014-15	Every Child Ready (ECR)	85.9% met or exceeded the publisher’s expectations.
2015-16	Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year.	83.0% met or exceeded the publisher’s expectations.
2016-17		82.5% met or exceeded the publisher’s expectations.

ELA Growth

Ingenuity Prep PCS chose its own assessment to measure literacy in grades K through two. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. In SY 2014-15 the PMF measured typical growth²¹ on the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP). In SYs 2015-16 and 2016-17, DC PCSB used the NWEA MAP median conditional growth percentile (CGP) as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher’s 2015 norms, based on the student’s initial assessment score.²² A median CGP of 50 indicates that a school’s students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment

¹⁹ The floor determines the minimum value for which any points are awarded.

²⁰ The target determines the value at which the maximum points for a common measure are awarded.

²¹ When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

²² Please see the 2016-17 PMF Policy and Technical Guide at www.dcpsb.org/policy/2016-17-pmf-technical-guide.

performance. In SY 2016-17 Ingenuity Prep PCS added grade three and had the option to include those students in their growth measure.

Ingenuity Prep PCS had stronger results in SYs 2013-14 and 2014-15 than in 2015-16 and 2016-17, when the growth dropped to below average compared to students nationwide.

K-2 Literacy		
Year	Measure	Result
2013-14	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 50 Target: 90	60.0%
2014-15	Student Progress: NWEA-MAP assessment in reading	Typical Growth - 73.8%
2015-16	Student Progress: NWEA-MAP assessment in reading	Median conditional growth percentile of all K-2 students - 42.5
2016-17	A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K-3 students - 40.5

Beginning in SY 2017-18 the school will have growth scores for PARCC results as well. Because only 3rd graders took the PARCC in 2016-17 there are no year-to-year academic growth data.

Math

Math Proficiency

Ingenuity Prep PCS's overall math proficiency was above the state average for students who obtained a 4 or 5 on the PARCC in 2016-17. African American, At-Risk, and Economically Disadvantaged students performed above the state average, while students with disabilities and male students performed below the state average. Performance of At-Risk students relative to state averages was particularly noteworthy. None of the school's students with disabilities received a 3 (approaching college and career readiness) or above on the Math portion of the PARCC.

Ingenuity Prep PCS - Math			
Subgroup		2016-2017 PARCC	
		School	State
All	3 +	61.7	63.8
	4 +	40.0	39.2
	<i>n-size</i>	60	
Black Non-Hispanic	3 +	61.0	57.1
	4 +	39.0	30.2
	<i>n-size</i>	59	
Students with Disabilities	3 +	0	32.9
	4 +	0	14.4
	<i>n-size</i>	11	
Economically Disadvantaged	3 +	61.7	58.0
	4 +	40.0	31.8
	<i>n-size</i>	60	
At Risk	3 +	60.5	50.0
	4 +	34.2	24.3
	<i>n-size</i>	38	
Male	3 +	58.6	61.1
	4 +	27.6	37.9
	<i>n-size</i>	29	
Female	3 +	64.5	66.6
	4 +	51.6	40.6
	<i>n-size</i>	31	

Ingenuity Prep PCS chose its own school assessments to measure PK math for the PMF. The result for SY 2013-14 is shaded green if the school met the floor of the measure

because this year counts towards the PMF as Goals Policy. Starting in SYs 2014-15 through 2016-17 the results are for display only and do not factor into the PMF score. Ingenuity Prep PCS exceeded the floor of its early childhood measures in math in 2013-14.

PK Math		
Year	Measure	Result
2013-14	Every Child Ready (ECR) Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year. Floor: ²³ 60 Target: 100	77.1%
2014-15	Every Child Ready (ECR)	91.5% of students met or exceeded the publisher’s expectations.
2015-16	Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year.	85.0% of students met or exceeded the publisher’s expectations.
2016-17		81.7% of students met or exceeded the publisher’s expectations.

Math Growth

Ingenuity Prep PCS chose its own assessment to measure math in grades K through two. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. In SY 2014-15 the PMF measured typical growth on the NWEA MAP. In SYs 2015-16 and 2016-17, DC PCSB used the NWEA MAP median conditional growth percentile (CGP) as a growth measure for schools that ended before grade four. A median CGP of 50 indicates that a school’s students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance. In SY 2016-17 Ingenuity Prep PCS added grade three and had the option to include those students in their growth measure.

Ingenuity Prep PCS had very good math results in 2013-14 and 2014-15. Math growth was also above average in 2015-16 and 2016-17 compared to students nationwide.

²³ The floor determines the minimum value for which any points are awarded.

K-2 Math Targets		
Year	Measure	Result
2013-14	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 50 Target: 90	92.6%
2014-15	Student Progress: NWEA-MAP assessment in mathematics	Typical Growth - 87.7%
2015-16	Student Progress: NWEA-MAP assessment in mathematics A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K - 2 students - 55.0
2016-17		Median conditional growth percentile of all K - 3 students - 64.5

School Environment Measures

School environment measures are designed to show the school's climate and parent satisfaction. The school has lower re-enrollment rates than the charter sector average. The CLASS scores on the school's prekindergarten program increased each year in each domain.

In-Seat Attendance

To measure attendance, DC PCSB measures In-Seat Attendance (ISA). DC PCSB considers ISA an indicator of a school's climate. The ISA for Ingenuity Prep PCS has been below the charter average for every year of the school's existence.

Ingenuity Prep PCS - In-Seat Attendance								
	2013-14 Grades PK3-K		2014-15 Grades PK3-1		2015-16 Grades PK3-2		2016-17 Grades PK3-3	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
All Students	87.4%	90.7%	88.9%	91.9%	89.2%	92.0%	88.7%	92.2%

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit.²⁴ Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

Ingenuity Prep PCS's re-enrollment rate was slightly below the charter sector average from SY 2013-14 to SY 2014-15. During the next two school years the re-enrollment rate went up and was a few percentage points above the sector average.

Ingenuity Prep PCS - Re-Enrollment Rate						
	2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector
All Students	80.2%	82.1%	84.8%	82.8%	83.6%	80.9%

Classroom Assessment Scoring System (CLASS) ²⁵

In SY 2014-15 DC PCSB incorporated the CLASS scores as part of the PK-8 PMF. CLASS relies on trained observers to evaluate pre-kindergarten classrooms.

With one exception Ingenuity Prep PCS has consistently scored above the charter sector average in every year for every category.

²⁴ The enrollment audit occurs in October of each year.

²⁵ All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is one with a target of four.

CLASS Performance Targets			
Year	Domain	School	Charter Sector
2013-14	Emotional Support	6.0	5.7
2014-15		6.1	5.9
2015-16		6.4	6.0
2016-17		6.0	6.1
2013-14	Classroom Organization	6.1	5.2
2014-15		6.2	5.5
2015-16		6.5	5.9
2016-17		6.0	5.8
2013-14	Instructional Support	3.6	2.5
2014-15		4.0	2.8
2015-16		3.8	3.1
2016-17		3.3	3.0

Qualitative Site Review Outcomes

DC PCSB conducts Qualitative Site Reviews (QSRs) of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In May 2017, in anticipation of this charter review analysis, DC PCSB conducted a QSR of Ingenuity Prep PCS. DC PCSB reviewers observed that the school is meeting the academic aspect of its mission, and concluded in the QSR report that “[l]earning is a focus in every classroom and teachers emphasized the importance of learning at every opportunity.”²⁶ Yet, reviewers did not observe strong evidence that the school is developing students to be civic leaders: “[a]part from a few classrooms, students did not discuss or complete work related to social justice or community action.”²⁷

In QSRs, each observation is rated Unsatisfactory, Basic, Proficient, or Distinguished in Classroom Environment²⁸ and Instruction.²⁹ The following table details the percentage of classrooms that were rated proficient or distinguished in each domain. DC PCSB commended Ingenuity Prep PCS in its QSR report for these ratings, noting that the ratings are strong for a school in its fourth year of operation.³⁰ Notably, the school had high

²⁶ See Ingenuity Prep PCS QSR report attached as Appendix G, p. 4.

²⁷ See Appendix G, p. 4.

²⁸ To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.

²⁹ To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessments for instruction.

³⁰ See Appendix G, p. 1.

ratings for some components within these domains, with DC PCSB observers rating 100% of observed classrooms as proficient or distinguished in managing classroom procedures and communicating with students.

% of Classrooms Rated Proficient or Distinguished in the Domain	
Classroom Environment	Instruction
85%	87%

Ingenuity Prep PCS’s QSR ratings were above average when compared to other kindergarten through eighth grade schools that received a QSR in 2016-17. The average ratings across thirty kindergarten through eight campuses were 75% in the Classroom Environment domain and 69% in the Instruction domain.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once 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.”³¹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2013-14 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2013-14 to Present ³²
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 2013-14
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 ³³ and the school must distribute such policies to students and parents.	Compliant since 2013-14
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 4-1501.01–4-1501.11, 38-651.01–38-651.12	The SRA requires DC charter schools to maintain the health and safety of its students. ³⁴ To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - 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 2013-14

³¹ D.C. Code § 38.1802.12(c).

³² See Compliance Reports, attached to this report as Appendix H.

³³ See *Goss v. Lopez*, 419 U.S. 565 (1975).

³⁴ D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2013-14 to Present³²
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 2013-14
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2013-14
Facility licenses D.C. Code §§ 47-2851.01–47-2851.20; D.C. Mun. Regs., tit. 14, §§ 14-1408 <i>et seq.</i>	A DC charter school must possess all required local licenses.	Compliant since 2013-14
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.	Compliant since 2013-14
Accreditation status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body listed in the SRA or approved by DC PCSB.	Compliant since 2013-14

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use 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 DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the

school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

Special Education Compliance

Charter schools are required to comply with all federal and local laws regarding students with disabilities, including the Individuals with Disabilities Education Act³⁵ (IDEA) and Section 504 of the Rehabilitation Act of 1973.³⁶ The following section summarizes the LEA’s IDEA special education compliance from 2013-14 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 primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE’s findings regarding special education compliance are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA’s compliance with special education compliance indicators and publishes these findings in an Annual Determination report.³⁷ Each year’s report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports based on the school’s 2014-15 performance.

The LEA’s Annual Determination compliance performance is detailed in the table below.³⁸

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level ³⁹
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³⁵ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

³⁶ 29 U.S.C. § 794.

³⁷ As required by federal regulation 34 CFR § 300.600(c).

³⁸ See Annual Determination reports, attached to this report as Appendix I.

³⁹ The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

2013	63%	Needs Assistance
2014	82%	Meets Requirements
2015	86%	Meets Requirements

Although Ingenuity Prep PCS received a Needs Assistance designation in its 2013 Determinations, the LEA was not required to undertake any actions. OSSE, at the time, recommended that the school’s team seek training and technical assistance to improve overall performance.

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators in alignment with their coordinated Risk-Based Monitoring⁴⁰, and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance, which OSSE then uses to determine if an LEA will receive on-site monitoring.⁴¹ LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators.⁴²

As of July 2017, OSSE had not conducted an On-Site Monitoring of the school in the last four school years.

(2) Special Conditions Reports

OSSE submits reports to the U.S. Department of Education’s Office of Special Education Programs (OSEP) three times each year,⁴³ detailing LEAs’ compliance in three areas: (1) Initial Evaluation timeliness;⁴⁴ (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students at age 16 and up). Ingenuity Prep PCS is evaluated in adhering to Initial Evaluation and Reevaluation timeliness and the outcomes are detailed in the tables below. The school had no identified areas of noncompliance during this review timeframe.

40 See <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>.

41 The type of monitoring an LEA will receive varies depending on its designation as a “high,” “medium,” or “low risk” sub-grantee. An on-site monitoring visit will occur for LEAs classified as “high” risk.

42 If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

43 Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

44 Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

Special Conditions Reporting Period – April 2013 through March 2014				
	Quarter 1 (Apr. 1 – June 30)	Quarter 2 (July 1 – Sept. 30)	Quarter 3 (Oct. 1 – Dec.31)	Quarter 4 (Jan. 1 – Mar. 31)
Initial Evaluation Timeline	N/A ⁴⁵	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A	N/A

Special Conditions Reporting Period – April 2014 through March 2015			
	August 1 Report (Apr. 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (Oct. 1 – Mar. 31)
Initial Evaluation Timeline	N/A	N/A	Compliant
Reevaluation Timeline	N/A	N/A	N/A

Special Conditions Reporting Period – April 2015 through March 2016			
	August 1 Report (Apr. 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (Oct. 1 – Mar. 31)
Initial Evaluation Timeline	Compliant	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A

Special Conditions Reporting Period – April 2016 through March 2017			
	August 1 Report (Apr. 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (Oct. 1 – Mar. 31)
Initial Evaluation Timeline	Compliant	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A

Hearing Officer Determination Implementation Review

OSSE manages and oversees compliance through the Hearing Officer Determinations (HOD) Tracker (formerly called the Blackman Jones database) that tracks the timely

⁴⁵ Not applicable (N/A) indicates that OSSE did not conduct a review of the school for the listed compliance area during the specified timeframe.

implementation of actions required by HODs. As of July 2017, no HODs have been issued against Ingenuity Prep PCS.⁴⁶

⁴⁶ HODs are the written decision issued as a result of a due process complaint that resulted in a hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purpose of charter reviews, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

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

- Has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁴⁷

The results of DC PCSB’s review of Ingenuity Prep PCS’s financial records are presented below.

SUMMARY OF FINDINGS

Ingenuity Prep PCS has adequate financial performance and internal controls and has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

The data examined as a part of this review includes the first three years of the school’s academic operation, FY 2014 through FY 2016. During this period, both enrollment and revenues have increased. At the same time, the school has built meaningful cash reserves. DC PCSB identified Ingenuity Prep PCS as a fiscal high-performing school each year, and indicators of economic viability are positive. This designation indicates the school’s ability to balance its growth objectives with financial stability. Ingenuity Prep PCS does not warrant any concerns for fiscal mismanagement or economic viability based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Ingenuity Prep PCS’s financial information over the school’s last three years of operations. Between FY 2014 and FY 2016, enrollment and revenue have grown by 166% and 146%, respectively. During the same period the school has built a strong Net Asset Position of \$2,662,489. Overall, the school has exhibited strong financial results as it continues to grow its program in a fiscally responsible manner.

Financial Highlights			
	2014	2015	2016
Maximum Enrollment⁴⁸	108	216	319
Audited Enrollment	108	201	288
Total Revenue	\$2,975,158	\$4,726,438	\$7,322,834
Surplus/(Deficit)⁴⁹	\$460,505	\$639,091	\$1,401,302

⁴⁷ See D.C. Code § 38-1802.13(b).

⁴⁸ Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school’s targeted or budgeted enrollment, but provides a good proxy for the school’s enrollment expectations over time.

⁴⁹ Surplus / (Deficit) is total revenue minus total expenses.

Financial Highlights			
	2014	2015	2016
Unrestricted Cash Balances	\$281,909	\$1,016,342	\$1,805,948
Number of Days of Cash on Hand⁵⁰	40	90	110
Net Asset Position⁵¹	\$622,096	\$1,261,187	\$2,662,489
Primary Reserve Ratio⁵²	25%	31%	45%

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. Ingenuity Prep PCS's fiscal management appears to be sound: liquidity is strong; the school has adequate ability to service new debt; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability. Two measures of a school's liquidity are its current ratio⁵³ and its days of cash on hand. The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance. The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

Ingenuity Prep PCS's current ratio has steadily increased over the last three years, with its lowest ratio at 3.0, indicating that the school's short-term liquidity is acceptable. And Ingenuity Prep PCS's cash on hand, while not meeting the target of 45 in 2014, grew to 2.75 times that in 2016. These metrics provide evidence of continued improvements in overall liquidity.

Liquidity					
	Floor	Target	2014	2015	2016
Current Ratio	<0.7	>1.0	3.0	6.8	8.1
Number of Days of Cash on Hand	<15	>45	40	90	110

⁵⁰ Number of Day of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

⁵¹ Net Asset Position equals total assets minus total liabilities.

⁵² Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

⁵³ A school's current ratio is its current assets divided by current liabilities.

A final measure of liquidity is solvency,⁵⁴ the school’s ability to pay outstanding obligations, including amounts due to vendors, employees and lenders if the school’s charter is revoked. DC PCSB reviewed Ingenuity Prep PCS’s 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Ingenuity Prep PCS, we expect the school would be able to meet its operating obligations. Including estimated closure costs, the school should not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, solvency is not an area of immediate concern.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios – the debt ratio⁵⁵ and the debt service coverage ratio.⁵⁶ The debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio below 0.50 is a signal of financial strength (the target). The debt service coverage ratio flags schools with high debt payments relative to the norm; a low ratio indicates a school’s inability to service its debt. For this metric, a ratio less than 1.00 is a cause for concern (the floor) and a ratio above 1.20 is a sign of strength (the target).

During the school’s first three years, the debt ratio has been at manageable levels below the target. Since Ingenuity Prep PCS does not have any borrowed funds, the debt service coverage ratio is not applicable.

Debt Burden					
	Floor	Target	2014	2015	2016
Debt Ratio	>0.90	<0.50	0.25	0.12	0.08
Debt Service Coverage Ratio	<1.00	>1.20	N/A	N/A	N/A

Cost Management

The following table provides an overview of the school’s spending decisions over the past three years. Since Ingenuity Prep PCS began operations in the FY 2014 school year, expenses have grown 135%, compared to 146% growth in revenues. The most significant increase in expenses has been for personnel salaries and benefits, reflecting an investment in human capital. Costs appear to be effectively managed at the school.

Cost Management			
	2014	2015	2016
Salaries and Benefits	\$1,542,060	\$2,482,352	\$3,601,828
Direct Student Costs	\$352,005	\$565,274	\$549,136

⁵⁴ Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

⁵⁵ Debt Ratio equals the total liabilities divided by the total assets.

⁵⁶ Debt Service Coverage Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Cost Management			
	2014	2015	2016
Occupancy Expenses	\$259,200	\$493,978	\$838,108
Office Expenses	\$264,860	\$378,303	\$932,460 ⁵⁷
General Expenses	\$96,528	\$167,440	

As a Percent of Expenses				
	2014	2015	2016	FY16 Sector Median
Salaries and Benefits	61%	61%	61%	61%
Direct Student Costs	14%	14%	9%	11%
Occupancy Expenses	10%	12%	14%	16%
Office Expenses	11%	9%	16%	11%
General Expenses	4%	4%		

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Ingenuity Prep PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses or other findings identified. Ingenuity Prep PCS appears to have a strong internal control environment.

Internal Controls			
Audit Year			
	2014	2015	2016
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A <i>modified opinion</i> indicates instances of noncompliance.	N/A	No	No

⁵⁷ DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

Internal Controls			
Audit Year			
	2014	2015	2016
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	N/A	No	No
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	N/A	No	No
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No

ECONOMIC VIABILITY

Measures of economic sustainability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will not be able to continue operation. The first set of indicators address earnings and cash flow, specifically the school’s “operating results”—how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation and amortization (EBDA).⁵⁸ In general, DC PCSB recommends that a school have positive annual operating results and cash flows; we do not set a target for these ratios.

Based on these measures, Ingenuity Prep PCS’s performance and EBDA have been strong. Operating earnings are also strong and have grown during the period under review.

	Floor	2014	2015	2016
Surplus/Deficit	<0	\$460,505	\$639,091	\$1,401,302
Earnings before Depreciation and Amortization	<0	\$497,282	\$706,874	\$1,529,256

Additional measures of economic viability include the school’s net asset position and primary reserve ratio. DC PCSB would be concerned with net asset reserves below zero, but we do not set a target for this ratio. We expect that schools accrue reserves greater than or equal to 25% of operating expenditures; we are concerned when schools accrue reserves below 0% of operating expenditures.

Ingenuity Prep PCS’s net asset position has more than quadrupled between 2014 and 2016 as the school continues to run operating surpluses and add to reserves. Similarly,

⁵⁸EBDA is the change in net assets plus depreciation and amortization.

the primary reserve ratio has increased significantly during the period, and exceeds the recommended levels of 25%.

	Floor	Target	2014	2015	2016
Net Asset Position	<0	N/A	\$622,096	\$1,261,187	\$2,662,489
Primary Reserve Ratio	<0	>25%	25%	31%	45%

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and earn DC and federal funds for operations. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

Ingenuity Prep PCS’s growth in enrollment and revenues indicate that it is likely that the school will be able to continue to attract students, serve the community, and maintain strong revenues.

Enrollment over Time				
	2013-14	2014-15	2015-16	2016-17
Enrollment	108	201	288	376
Growth in Enrollment	N/A	86%	43%	31%
Growth in Revenues	N/A	59%	55%	N/A

Ingenuity Prep PCS 5-Year Review Report

Appendix

- A. Charter Agreement
- B. Charter Application
- C. 2016-17 Annual Report
- D. December 15, 2014 DC PCSB board memorandum
- E. April and May 2014 DC PCSB board memoranda
- F. PMF as Goals Policy
- G. QSR Report
- H. Compliance Reports
- I. Annual Determination Reports

Appendix A

Charter Agreement

Attachment D
Charter Agreement Amendment

**THIRD AMENDMENT TO THE 2013 CHARTER SCHOOL AGREEMENT BETWEEN
DC PUBLIC CHARTER SCHOOL BOARD AND INGENUITY PREP PUBLIC
CHARTER SCHOOL**

This Amendment (the “**Amendment**”) is entered into by and between Ingenuity Prep Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (originally “PCSB”, hereinafter “**DC PCSB**,” collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on June 24, 2013 (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.*, as amended (the “**Act**”);

WHEREAS, on February 19, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling; and

WHEREAS, on September 19, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals and academic achievement expectations; and

NOW, 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 DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement is struck in its entirety and replaced with the following:

2.3 [Goals and Academic Achievement Expectations.](#)

A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through eighth grade programming the measures listed in the Early Childhood/Elementary School/Middle School (PK-8) Performance Management Framework (“**PMF**”).

(i) Accordingly, changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School’s academic achievement expectations. However, if changes other than those listed above are made to the PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. (“**Campus**” is defined by DC PCSB’s *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education (“**OSSE**”). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Teacher Interaction Score and Additional Measures.

The full description of the PMF is contained in the associated Policy & Technical Guide (“PMF Guide”). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten (“PK”) instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation’s PMF scoring, it will be displayed on the School’s Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school’s score. The table below includes both the teacher interactive score, which is part of the PMF score, the additional measures that may be considered as part of review and renewal but are not part of the school’s score.

Domain	Measure/Assessment	Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	Yes
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	Yes

Domain	Measure/Assessment	Counts in PMF Score?
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year	Yes
Pre-kindergarten Language and Literacy Student Outcomes	Every Child Ready (SY 2013-14 and beyond) as designated by the publisher and detailed in PMF Guide for that given year.	No
Pre-kindergarten Mathematics Student Outcomes	Every Child Ready (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	No
Kindergarten Literacy Student Outcomes	NWEA MAP Literacy (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	Yes through SY 2016-17, No for SY 2017-18 and beyond¹
Kindergarten Math Student Outcomes	NWEA MAP Math (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	Yes through SY 2016-17, No for SY 2017-18 and beyond²
Grade One and Two Literacy Student Outcomes	NWEA MAP Literacy (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	Yes through SY 2016-17, No for SY 2017-18 and beyond³
Grade One and Two Mathematics Student Outcomes	NWEA MAP Math (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	Yes through SY 2016-17, No for SY

¹ According to the [SY 2015-16 PMF Guide](#), “Schools permanently ending in grades K-3 must have student growth captured for grades K-3 through a PCSB-approved assessment within the Scored section of the PMF; this data is not shown again as untiered goals. PCSB has approved for the 2015-16 PMF one assessment to capture growth for grades K through 3: NWEA MAP. Schools may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC.” (p.20). Once the school serves grade 4, “Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures on the ... PMF. They will be displayed on the PMF scorecard but will not be incorporated into the school’s PMF Score or Tier because schools use a variety of assessments in these grades and standardization across these assessments does not exist, making it impossible to compare performance of schools using different assessments” (p.20).

² See footnote #1.

³ See footnote #1.

Domain	Measure/Assessment	Counts in PMF Score?
		2017-18 and beyond ⁴

C. Standard for charter review and renewal. The School Corporation’s five-year charter review will occur in school year 2017-18; the ten-year charter review will occur in school year 2022-23; and the fifteen-year charter renewal will occur in school year 2027-28. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

Fifth-Year Charter Review: At its fifth-year charter review in school year 2017-18, the school’s average PMF score for, 2015-16, and 2016-17 is equal to or exceeds 40%; and the school has met the floor of all Early Childhood PMF targets in SY 2013-14.

Tenth-Year Charter Review: At its tenth-year charter review in school year 2022-2023, the school’s average PMF score for SY 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 is equal to or exceeds 45%.

Charter Renewal: At its fifteenth-year charter renewal in SY 2027-28, the school’s average PMF score for SY 2022-23, 2023-24, 2024-25, 2025-26, and 2026-27 is equal to or exceeds 50%.

Improvement Provision: In cases where a school has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF’s scores over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act and DC PCSB’s *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct

⁴ See footnote #1.

district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

1.2 The Certificate of Incorporation located on the first page of Attachment B is struck and replaced with the Certificate of Incorporation attached to this amendment.

SECTION 2. CHARTER AGREEMENT

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 DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC 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 Amendment. "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 DC 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 DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

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 DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Ingenuity Prep PCS
4600 Livingston Rd SE
Washington, DC 20032
Attention: Aaron Cuny
acuny@ingenuityprep.org
202-562-0391

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:

**INGENUITY PREP
PUBLIC CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By: 

By: 

Peter Winik

Darren Woodruff, Ph.D

Ingenuity Prep PCS Board Chair

DC PCSB Board Chair

Date: *June 15, 2017*

Date: 8/2/2017

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this **CERTIFICATE OF TRADE NAME REGISTRATION** is hereby issued to:

INGENUITY PREP

Trade Name: Ingenuity Prep Public Charter School

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 8/27/2012 11:01 AM

Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: ql.yt3Szh

Attachment E

Ingenuity Prep Public Charter School

Charter Agreement Amendment

SECOND AMENDMENT TO THE 2013 CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND INGENUITY PREP PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Ingenuity Prep Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”), and the District of Columbia Public Charter School Board (“**DC PCSB**” or the “**Charter Board**”); collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on June 24, 2013 (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.*, as amended (the “**Act**”).

WHEREAS, on February 19, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling.

NOW, 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 the Board agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement is struck in its entirety and replaced with the following:

2.3 Goals and Academic Achievement Expectations.

A. Performance Management Framework. The School Corporation has selected as its measure of academic achievement expectations for its pre-kindergarten-3 (“PK3”) through eighth grade programming the measures listed in the corresponding Performance Management Framework (“PMF”).

(i) Accordingly, changes to any PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance measure, floors, targets, formulas, and weights will automatically become part of the measurement of the school’s academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. (“Campus” is defined by DC PCSB’s Definition of School, Campus and Facility Policy as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the D.C. Office of the State Superintendent of Education (“OSSE”). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities).).

B. Teacher Interaction Score and Additional Measures.

The full description of the PMF is contained in the associated Policy & Technical Guide (“PMF Guide”). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten (“PK”) instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation’s PMF scoring, it will be displayed on the School’s Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school’s score. The table below includes both the teacher interactive score, which is part of the PMF score, the additional measures that may be considered as part of review and renewal but are not part of the school’s score.

Domain	Measure/Assessment	Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	Yes (SY 2015-16 and beyond)
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	Yes (SY 2015-16 and beyond)
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as	Yes

Domain	Measure/Assessment	Counts in PMF Score?
	designated by the publisher and detailed in the PMF Guide for that given year	(SY 2015-16 and beyond)
Pre-kindergarten Language and Literacy Student Outcomes	Every Child Ready (SY 2013-14 and beyond) as designated by the publisher and detailed in PMF Guide for that given year.	No
Pre-kindergarten Mathematics Student Outcomes	Every Child Ready (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	No
Kindergarten Literacy Student Outcomes	NWEA MAP Literacy (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	Yes¹
Kindergarten Math Student Outcomes	NWEA MAP Math (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	Yes²
Grade One and Two Literacy Student Outcomes	NWEA MAP Literacy (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	Yes³
Grade One and Two Mathematics Student Outcomes	NWEA MAP Math (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	Yes⁴

C. Standard for charter review and renewal.

5-Year Review

In order to be deemed as having met its goals and academic achievement expectations at the school's five-year charter review during school year 2017-18, the School must: 1) meet or exceed the floor for each applicable individual

¹ According to the [SY 2015-16 PMF Guide](#), "Schools permanently ending in grades K-3 must have student growth captured for grades K-3 through a PCSB-approved assessment within the Scored section of the PMF; this data is not shown again as untiered goals. PCSB has approved for the 2015-16 PMF one assessment to capture growth for grades K through 3: NWEA MAP. Schools may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC." (p.20). Once the school serves grade 4, "Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures on the ... PMF. They will be displayed on the PMF scorecard but will not be incorporated into the school's PMF Score or Tier because schools use a variety of assessments in these grades and standardization across these assessments does not exist, making it impossible to compare performance of schools using different assessments" (p.20).

² See footnote #1.

³ See footnote #1.

⁴ See footnote #1.

measure for the grades served in 2013-14; and 2) earn at least 40% of the possible PMF points in both 2015-16 and 2016-17.

10-Year Review

In order to be deemed as having met its goals and academic achievement expectations at the School's ten-year charter review during school year 2022-23, the School must: 1) earn at least 50% of the possible PMF points in two of the following three years: 2019-20, 2020-21, and 2021-22; and 2) earn at least 45% of the possible PMF points in four of the following five years: 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22.

15-Year Renewal

In order to be deemed as having met its goals and academic achievement expectations at the school's fifteen-year charter renewal during school year 2027-28, the School must: 1) earn at least 55% of the possible PMF points in two of the following three years: 2024-25, 2025-26, and 2026-27; and 2) earn at least 45% of the possible PMF points in four of the following five years: 2022-23, 2023-24, 2024-25, 2025-26, and 2026-27.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF indicators and measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

1.2 Section 3.2 (C) of the Charter Agreement is struck in its entirety and replaced with the following:

C. The School shall maintain an enrollment substantially in accordance with **Schedule I**. The School Corporation shall provide DC PCSB a written request for

approval for an increase in the maximum enrollment of the School pursuant to DC PCSB's *Enrollment Ceiling Increase Policy*.

- 1.3 **Schedule I** attached to the Charter Agreement is deleted and replaced with **Schedule I** attached hereto.
- 1.4 Section 3.3 of the Charter Agreement is struck in its entirety and replaced with the following:
 - 3.3 Disciplinary Policies
 - A. The School Corporation shall implement student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten business days of the beginning of the school year, and provide a copy to DC PCSB for its approval as part of the Annual Compliance Reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. However, the School Corporation agrees to provide DC PCSB with a written request for approval prior to the adoption of any material changes to its Discipline Policies that are to take effect before the next Annual Compliance Reporting.
 - B. Pursuant to DC PCSB's *Data and Document Submission Policy*, the School Corporation shall track and report suspensions and expulsions in accordance with the expectations for timely submission, including daily attendance, which is uploaded weekly, and discipline data, which is uploaded monthly. The School Corporation shall use the data management reporting software identified by DC PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.
- 1.5 Attachment H attached to the Charter Agreement is deleted.

SECTION 2. CHARTER AGREEMENT

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 DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC 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 Amendment. "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 DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-180213 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

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 DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010

Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Ingenuity Prep Public Charter School
4600 Livingston Rd. SE
Washington, DC 20032
Attention: Aaron Cuny, Head of School
acuny@ingenuityprep.org
Telephone: (202) 562-0391

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:

**INGENUITY PREP PUBLIC
CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By:  _____

Peter Winik

Ingenuity Prep Board Chair

Date: September 25, 2016

By:  _____

Darren Woodruff, Ph.D.

DC PCSB Board Chair

Date: 9/28/2016

Schedule I. Maximum Enrollment Schedule

Ingenuity Prep Public Charter School

Ingenuity PCS reserves the right to adjust the number of students in each grade, while staying within the confines of the total LEA enrollment for each school year.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK3	74	74	74	74	74	74
PK4	74	74	74	74	74	74
K	74	74	74	74	74	73
1	65	74	74	74	74	73
2	65	65	74	74	74	73
3	65	65	65	74	74	73
4		65	65	65	74	73
5			65	65	65	73
6				65	65	64
7					65	64
8						64
LEA Total	417	491	565	639	713	778

**FIRST AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT
OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND INGENUITY PREP
PUBLIC CHARTER SCHOOL**

The **Ingenuity Prep Public Charter School**, a District of Columbia nonprofit corporation (the "**School Corporation**") and the District of Columbia Public Charter School Board ("**PCSB**") entered into a contract, dated June 24, 2013 (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**").

This Amendment to the Charter School Agreement (the "**Amendment**") is effective as of the date it is fully executed and is entered into by and between **PCSB** and the **School Corporation** (individually each may be referred to as the "**Party**," and collectively, the "**Parties**").

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. CHARTER AGREEMENT AMENDMENT

1.1 The School Corporation and the Board agree to amend the Charter Agreement as follows:

1.2 Section 3.2 (C) of the Charter Agreement is struck in its entirety and replaced with the following:

C. The School shall maintain an enrollment of no more than 319 students in the 2015-2016 Academic Year and no more than 778 students in subsequent Academic Years substantially in accordance with Schedule I. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the effective date of the requested change date with: (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

1.3 After Section 3.2 (C) of the Charter Agreement, the following section is inserted:

D. If the school's goals have not been sufficiently met at the School Corporation's five-year charter review to be conducted during the 2017-2018 Academic Year, the School Corporation shall maintain an enrollment of not more than 491 students in the 2018-2019 Academic Year and may not increase its enrollment as reflected in Schedule I thereafter. This enrollment restriction shall occur even if it prevents the School Corporation from adding grades.

1.4 Schedule I attached to the Charter Agreement is struck in its entirety and replaced with Schedule I attached hereto.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights.** The Parties reserve their rights under the Charter Agreement. The execution of the First Amendment shall not, except as expressly provided in the First Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any provision(s) of the Charter Agreement other than the provision(s) specified in Section 1 of the First Amendment.

2.2 **Continuing Effectiveness.** Except as expressly provided in the First Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 **Representations and Warranties.** The Parties represent and warrant that the First Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 **Counterparts and Electronic Signature.** The First 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.

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

3.3 **Assignment.** The First Amendment shall not be assignable by either Party; except that if the Charter Board shall no longer have authority to charter public schools in the District of Columbia, the Charter Board may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.4 **No Third Party Beneficiary.** Nothing in the First Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement or any of its amendments. "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.

3.5 **Waiver.** No waiver of any breach of the First Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.6 Construction. The First 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.

3.7 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under the First 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 the Act.

3.8 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, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
202-328-2660

If to the School Corporation:

Ingenuity Prep Public Charter School
4600 Livingston Road, SE
Washington, D.C. 20032
Attention: Aaron Cuny, Head of School
acuny@ingenuityprep.org
202-562-0391

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as of:

**INGENUITY PREP PUBLIC
CHARTER SCHOOL**

By:



Peter Winik
Board Chair

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By:



Darren Woodruff
PCSB Board Chair

Date:

Feb 23, 2016

Date:

3/15/16

SCHEDULE I

Ingenuity Prep Public Charter School

Enrollment Matrix – All Campuses

Although PCSB requests that schools detail their proposed enrollment through 2018-19, note that schools may only seek approval for an enrollment increase for the school years remaining before the school's next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

Grade	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22
Pre-School	50	74	74	74	74	74	74
Pre-Kindergarten (Pre-K)	74	74	74	74	74	74	74
Kindergarten	65	74	74	74	74	74	74
Grade 1	65	65	74	74	74	74	74
Grade 2	65	65	65	74	74	74	74
Grade 3		65	65	65	74	74	74
Grade 4			65	65	65	74	74
Grade 5				65	65	65	74
Ungraded ES							
Grade 6					65	65	65
Grade 7						65	65
Grade 8							65
Ungraded MS/JHS							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
Ungraded SHS							
Alternative							
Special Ed Schools							

Grade	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22
Adult							
LEA Total	319	417	491	565	639	713	787
Projected % - Special Needs	10%	11%	12%	12%	12%	12%	12%
Projected % - ELL	0%	0%	0%	0%	0%	0%	0%
# Campuses*	1	1	1	1	1	1	1

CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

INGENUITY PREP PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is effective as of [July 1, 2013] and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and INGENUITY PREP PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with §38-1802.02 of the Act to establish a public charter school (the “**Petition**”);

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

WHEREAS, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation (“**Board of Trustees**”), including exclusive control over administration, expenditures, personnel, and instruction methods; and

WHEREAS, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. A. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Agreement shall constitute the School Corporation’s charter (the “**Charter**”) and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the Petition are specifically included as part of the School’s Charter and attached hereto:

(i) The School’s statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments;

- (ii) Proposed Rules and Policies for Governance and Operation of School Corporation [Attachment A];
 - (iii) Articles of Incorporation and Bylaws [Attachment B];
 - (iv) Procedures to Ensure Health and Safety of Students and Employees [Attachment C];
 - (v) Assurance to Seek, Obtain, and Maintain Accreditation [Attachment D];
- and
- (vi) Relationship Between School and Employees [Attachment E].

The School Corporation shall provide PCSB a petition for charter revision subject to a public hearing pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that a School Corporation shall only be required to provide PCSB a petition for approval for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

1.2 Effective Date and Term. The Charter shall commence on the effective date of this Agreement and shall continue for a term of fifteen (15) years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate the School in accordance with its mission statement: Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.

B. The School Corporation shall provide the PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's mission.

2.2 Age-Grade. **A.** Pursuant to § 38-1802.04(c)(14) of the Act, in its first Academic Year, the School shall provide instruction to students in ages/grades pre-kindergarten age 3 through kindergarten. In each of the succeeding four (4) Academic Years, the School may provide instruction to students in accordance with Schedule I. "**Academic Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade.

2.3 Academic Achievement and Goals. **A.** The School Corporation has selected as its goals and measure of academic achievement expectations the indicators listed in the early childhood and elementary/middle Performance Management Frameworks developed by PCSB ("**PMF**"s). In so electing as its measure of goals and academic achievement expectations, the school must:

At its Fifth-Year Charter Review: earn at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goals and student academic achievement expectations during this review.

At its Tenth-Year Charter Review: earn at least 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of five years, PCSB may determine to have met its goals and students academic achievement expectations.

At Charter Renewal and Every Five Year Review Thereafter: earn at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five years.

In the event that School Corporation undergoes a Ten-Year Charter Review or a Charter Renewal within the first five years that a PMF is implemented, School Corporation will only need to demonstrate annually consistent improvement in performance with no score below 40% in the past two years or at least 45% for at least two years prior to the review.

Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School's academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).

B. The School Corporation shall test every enrolled student in the grades tested by district-wide assessments in core academic subjects (i.e., math, reading, science, and social studies) and report the scores to PCSB in a timely manner.

C. If the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section 2.3. (“**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).

D. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in its Petition including amendments to the Petition required by PCSB, if any.

B. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School's mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. A. The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency or a District of Columbia Public School for the purpose of providing services to students with disabilities and shall notify PCSB of its election at least thirty (30) days prior to the first day of the Academic Year. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. A. The School shall be located at 4600 Livingston Road, SE, Washington, D.C. 20032 (the "**School Property**"). PCSB reserves the right to delay or prohibit the School's opening until the School Corporation has satisfied each of the pre-opening items listed in Attachment F at least one (1) month prior to the first day of the School's first Academic Year. A copy of the information submitted to PCSB pursuant to Attachment F shall be kept on file at the School.

B. Unless otherwise approved by PCSB in writing, in the School's first and second Academic Years of operation, the School Corporation shall operate a single-campus school, with a distinct age and/or grade range. After its second full Academic Year of operation, the School Corporation may submit a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act to expand into a multi-campus school. Such an amendment shall include the distinct campus location(s), age and/or grade levels to be served, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. The PCSB shall approve or deny the request within ninety (90) days of the date of its submission.

C. The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School's opening

at the new property until the School Corporation has satisfied the pre-opening requirements listed in Attachment F at least one (1) month prior to the first day of the School's operation at the new School Property.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of 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 §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“OSSE”).

B. 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 in Attachment G and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation shall provide PCSB with a written request for approval for of any material change to the random selection process at least thirty (30) days prior to the date of the proposed implementation and may consider any comments of PCSB, staff, and its agents in connection with the proposed changes.

C. The School shall maintain an enrollment of no more than 108 students in the first Academic Year and no more than 348 students in subsequent Academic Years substantially in accordance with Schedule I. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 Disciplinary Policies. **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, described in its petition and included as Attachment H, and shall provide a copy of those policies and procedures to students, parents, and PCSB within the first ten (10) days of the beginning of each Academic Year. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. PCSB shall approve or deny any material changes to such policies and procedures within sixty (60) days of submission.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

C. The School Corporation shall report any student expulsions or suspensions for longer than five (5) days to PCSB within ten (10) days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

3.4 Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. **A.** Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;
- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;
- (vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;
- (vii) to solicit and accept any grants or for School purposes;
- (viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and
- (ix) to sue and be sued in the public charter school's own name.

3.6 Accreditation. **A.** Within five (5) years of its opening, the School Corporation shall seek, obtain, and maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. 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.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 Governance. **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles ("GAAP") and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such

student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition

B. The School Corporation shall follow the requirements of §38-1802.04(c)(1) of the Act for contracts entered into with a third party for the management of the School, other than the third party designated in its petition (a “**School Management Contract**”). The School Corporation shall submit a written request for approval to PCSB before canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract; however, such a request shall be deemed approved unless PCSB notifies the School Corporation within sixty (60) days of submission of a request for approval that the request has been denied and the reason(s) for denial.

C. If a procurement contract having a value equal to or exceeding \$25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal from discussion and decision of the affiliated party. (“Affiliated Party” means any person who is a member of the Board of Trustees, an entity indirectly controlled, controlled by, or under common control with a member of the Board of Trustees of the Corporation, or such individual who is a member of the immediate family (including parents, spouse, children, siblings) of a member of the Board of Trustees and any trust whose principal beneficiary is a member of the Board of Trustees or such an individual. “Control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management of policies of that entity, whether through the ownership of voting securities or by contract or otherwise.

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

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. This shall include the types of insurance set forth in Attachment I and in no less than the respective coverage and limits set forth therein. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees may by written notice amend the insurance coverage required by this Section 5.5 and Attachment I to include such additional insurance coverage that the Board of Trustees determines is reasonably necessary, subject to the availability of such insurance on commercially reasonable terms.

5.6 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two (2) years from the date hereof and shall maintain such tax-exempt status.

5.7 Enrollment and Attendance Records. A. 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 Section 7 below.

B. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain 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, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every three (3) years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all

items required by §38-1802.04(c)(11)(B) of the Act (the “**Annual Report**”). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School’s performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Interim Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning beginning July 1, 2013, (i) the balance sheet of the School Corporation 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 Academic 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 of 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 Academic Year to the end of such Interim Period. These reports may include supplemental schedules as required by PCSB. “**Interim Period**” shall mean monthly, and from time to time thereafter, upon written notice by PCSB to the School Corporation, the period designated by PCSB in such notice.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Academic Year. The School Corporation’s initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB 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 in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be

conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 Key Personnel Changes. Within five (5) days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by position in Attachment J (but no later than the time the School Corporation announces such departure publicly), the chair of the Board of Trustees or an officer of the School Corporation shall provide to PCSB 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.

7.8 Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees 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. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. "**Authorizations**" shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. No later than February 14 and August 14 of each Academic Year, the School Corporation shall provide PCSB a schedule of all

Proceedings involving any alleged liability or claim or, if there has been no change since the last report, a statement to that effect.

7.11 Certificates of Insurance. No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and Attachment I. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and Attachment I upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, 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 PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act,

provided that the review or access will not unreasonably interfere with the operation of the School.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB 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 PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. **A.** Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) 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; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or any of its campus locations pursuant to this Section 9.2.

9.3 Termination. This Agreement shall terminate if the School fails to begin operations by September 16, 2013; if the School fails to secure use of the School Property by

August 1, 2013; upon Charter revocation or nonrenewal; or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. A. If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) 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.

9.5 Mandatory Dissolution. A. In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (ii) has not been renewed by PCSB; or (iii) has been voluntarily relinquished by the School Corporation.

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharge the School Corporation's debts; and (iii) distribute any remaining assets in accordance with §29-301.48(3) of the District of Columbia Code and §38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

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

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB 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.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed 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. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 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.

10.6 Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

10.7 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. “**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.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement 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.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) 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 pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) 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 thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Ingenuity Prep Public Charter School
4600 Livingston Road, SE
Washington, D.C. 20032
Attention: Aaron Cuny, Head of School
Email: acuny@ingenuityprep.org
Telephone: (202) 562-0391

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 dates written below.

Ingenuity Prep Public Charter School


By:

Title: *Head of School*

Date: *6-24-13*

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**


By:

Title: *Board Chair*

Date: *6/24/13*

SCHEDULE I

Maximum Enrollment

Grade	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
PS	24	48	48	48	48
PK	24	48	48	48	48
Kinder	60	60	60	60	60
1 st		60	60	60	60
2 nd			60	60	60
3 rd				60	60
4 th					60
Total	108	216	276	336	396

ATTACHMENTS

ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation
ATTACHMENT E	Relationship Between School and Employees
ATTACHMENT F	Pre-opening Requirements
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Disciplinary Policies
ATTACHMENT I	Insurance Requirements
ATTACHMENT J	Key Personnel

ATTACHMENT A



**ATTACHMENT A:
PROPOSED RULES & POLICIES FOR GOVERNANCE AND OPERATION OF SCHOOL CORPORATION**

DUTY OF CARE STATEMENT

The Duty of Care requires Ingenuity Prep board members and officers to use their best judgment and apply the care an ordinarily prudent person would use in similar circumstances (i.e. a situation that requires management of a multi-million dollar budget in ways that positively impact the public.) The Duty of Care is carried out through the following activities:

- ▶ Attendance at board and committee meetings and active participation in decisions
- ▶ Advance preparation for meetings
- ▶ Remaining well-informed about the school's activities and proactively asking management for information needed to make informed decisions
- ▶ Use of independent and best judgment
- ▶ Thorough knowledge of the school's important issues and how they are being addressed

Examples of a breach of the Duty of Care include:

- ▶ Deciding that the school should buy a property without having it properly assessed
- ▶ Missing board meetings
- ▶ Failing to ask questions about a proposed action
- ▶ Not abiding by bylaws

DUTY OF LOYALTY STATEMENT

The Duty of Loyalty requires Ingenuity Prep board members to give undivided allegiance (above their personal and professional interest) to the school when making decision affecting the school. The Duty of Loyalty is carried out through:

- ▶ Disclosure of any conflict of interest. A board member must sign the conflict of interest policy annually disclosing to the rest of the board any known or perceived conflicts of interest or information about him/herself the board member believes would have an impact



on his/her decision-making and oversight. Members must obviously abide by that policy throughout their tenure.

- ▶ Disclosure of any transaction between the school and the board member
- ▶ Disclosure of any business opportunities in which the board member and the school may be interested parties
- ▶ Avoidance of the use of organizational information or opportunities for the individuals' personal gain or benefit

In addition to the above, a board member has an additional legal obligation to disclose violation of the law by the school's officer(s), employees, or agent(s) that a board member believes has occurred or is likely to occur.

Examples of a breach in the Duty of Loyalty include:

- ▶ Board takes no action upon learning that a staff person used organization funds to give a board member or friend a loan
- ▶ Board member who owns a painting service sells services to the school without the school soliciting other bids

DUTY OF OBEDIENCE STATEMENT

Ingenuity Prep Board members must comply with all applicable federal, state, and local laws and adhere to the board's bylaws. Board members must remain faithful to the mission and philosophy of the school. Although board members may exercise their own reasonable judgment concerning how the school should best meet its mission, they are not permitted to act or speak publicly in a way that is inconsistent with the mission and goals of the school.

The Duty of Obedience is carried out through:

- ▶ Thorough examination of the school's compliance with regulatory and reporting requirements, and other documents governing the organization and its operations (See the section on federal and D.C. laws for a list of requirements below)
- ▶ Involvement in ensuring that board decisions are within the scope of the organization's mission



- ▶ Speaking “with one voice” after a decision has been made, even if the individual board member voted against it
- ▶ Where appropriate, maintain the confidentiality required for the conversation

Examples of a break in the Duty of Obedience include:

- ▶ Deciding to tear down part of a school facility and build a health club/spa
- ▶ Knowing that the school is in violation of the authorizer’s regulations but taking no action

THE AUDIT PROCESS

- ▶ A yearly audit will be carried out.
- ▶ Oversight of this process will lie with members of the Ingenuity Prep Business & Operations Committee.
- ▶ The Business & Operations Committee will select the auditor, meets with the auditor, reviews the audit, and makes recommendations to the board.
- ▶ The full board will meet with the auditor before formally accepting the audit and management letter.
- ▶ The auditing firm will provide the board with feedback on the effectiveness of its internal controls and the school’s compliance with its policies and procedures.
- ▶ The audited financial statements and Form 990 will be easily accessible for review to anyone who requests them.

CERTIFIED FINANCIAL STATEMENTS

- ▶ The full board will review and approve financial statements, audit reports, and the Form 990.
- ▶ The Head of School and Director of Business & Operations will certify financial statements and Form 990.
- ▶ Form 990 will be submitted in a timely fashion and be accurate and complete.

LOANS TO BOARD OR STAFF MEMBERS

- ▶ No loans will be provided to board or staff members.



MEETINGS

- ▶ **Annual and Regular Meetings.** There shall be an annual meeting of the Board of Trustees which shall be held in the last quarter of the fiscal year at a date, time and place fixed by the Board, for the election of Officers and Trustees and for the transaction of such business as may properly come before the meeting. In addition to the Annual Meeting, regular meetings of the Board shall be held at least once in each fiscal quarter. Such regular meetings of the Trustees may be held at such time and place as shall from time to time be determined by the Board. A majority of the Trustees present, whether or not a quorum exists, may adjourn a Regular meeting to another time and place.
- ▶ **Special Meetings.** Special meetings of the Board may be called by the Chair, the Vice Chair of the Board, or by any two Trustees, or, if different, by the persons specifically authorized under the laws of the District of Columbia to call special meetings of the Board. Unless the Articles of Incorporation, the Nonprofit Code or these bylaws provide otherwise, any business may be considered at any special meeting without such business having been specified in the notice for such meeting. A special meeting of the Board of Trustees shall be held on such date and at such place as shall be designated in the notice for such meeting. A majority of the Trustees present, whether or not a quorum exists, may adjourn a Special meeting to another time and place.
- ▶ **Rules of Order.** Except where there may be in conflict with the Bylaws of Ingenuity Prep, the rules of order in the current edition of the Robert's Rules of Order shall govern the conduct of all meetings of Ingenuity Prep.
- ▶ **Notice of Meetings.** The Secretary or such person's designee shall give notice to each Trustee of each meeting of the Board. The notice shall state the time and place of the meeting. Notice is given to a Trustee when it is delivered personally to the Trustee, left at the Trustee's residence or usual place of business, or sent by facsimile or e-mail, at least 48 hours before the time of the meeting or, in the alternative, by U.S. mail to the Trustee's address as it shall appear on the records of Ingenuity Prep, at least seven (7) days before



the time of the meeting. Unless otherwise provided by the Articles of Incorporation, these bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of Trustees:

- **Regular Meetings.** No notice need be given of any regular meeting of the Board.
- **Special Meetings.** At least forty-eight (48) hours' notice shall be given to each Trustee before a special meeting is held.
- **Waiver of Notice.** Whenever any notice of a meeting is required to be given to any Trustee under provisions of the Articles of Incorporation, these bylaws, or the law of the District of Columbia, a Trustee may waive notice of any meeting of the Board by written statement filed with the Board. A Trustee's attendance at or participation in a meeting also waives any required notice to him/her of the meeting unless the Trustee, promptly upon his/her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.
- ▶ **Quorum for Meetings.** A quorum shall consist of a majority of the Trustees of the entire Board. The Trustees present at a duly organized meeting may continue to do business until adjournment, notwithstanding the withdrawal of enough Trustees to leave less than a quorum. If a meeting cannot be organized because a quorum has not attended, those present may adjourn the meeting from time to time until a quorum is present, when any business may be transacted that may have been transacted at the meeting as originally called. Except as otherwise provided under the Articles of Incorporation, these bylaws, or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.
- ▶ **Majority Action as Board Action.** Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.



- ▶ **Action Without a Meeting.** Any action required or permitted to be taken at a meeting of the Board of Trustees may be taken without a meeting, if an unanimous written consent which sets forth the action to be taken is signed by each Trustees and filed with the minutes of proceedings of the Board of Trustees.
- ▶ **Meeting by Conference Telephone.** Members of the Board of Trustees may participate in a meeting by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear one another. Participation in a meeting by these means constitutes presence in person at a meeting.
- ▶ **Attendance at Meetings.** In the event that any Trustee has two (2) or more unexcused absences from regular meetings (which may include an Annual Meeting) in any twelve month period, the Board of Trustees may, in its discretion, deem such absences to constitute a resignation from the Board by such Trustee.

FEDERAL LAWS AND REGULATIONS

Ingenuity Prep will abide by the following federal laws and regulations:

Employment and Access

- ▶ Fair Labor Standards Act (Federal wage and hour law)
- ▶ Employee's Retirement Income Security Act (ERISA)
- ▶ Family and Medical Leave Act (FMLA)
- ▶ Antidiscrimination laws: Rehabilitation Act of 1973, Americans with Disabilities Act (ADA)

Internal Revenue Service (IRS)

- ▶ Withholding and transmitting employee income taxes and deferred compensation
- ▶ Paying the employer's share of employment taxes
- ▶ IRS 501(c) (3) nonprofit status
- ▶ Filing Form 990, with documentation of board oversight

Other Federal Areas of Compliance/Review

- ▶ Unrelated Business Income Tax (UBIT)
- ▶ Volunteer Protection Act of 1997
- ▶ Antitrust laws

Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.



- ▶ Relationships with subsidiary corporations
- ▶ Balance of advocacy activities versus political activities
- ▶ Lobbying activity limitations

STATE / LOCAL LAWS AND REGULATIONS

Ingenuity Prep will abide by the following state laws and regulations:

- ▶ Corporate Bylaws and Articles of Incorporation
- ▶ Health and Safety Codes (Building, Occupancy, Fire, Safety)
- ▶ D.C. Nonprofit Corporation Act of 2012
 - ② Annual or biannual reports to remain in good standing as a corporation
- ▶ Charitable solicitation laws of D.C.
- ▶ Tax exemption compliance (state, corporate, franchise, sales, and real estate taxes)
- ▶ Organizational or professional D.C. licenses (if required)
- ▶ Tort liability of D.C.
- ▶ DC School Reform Act

GOVERNANCE AND MANAGEMENT

INSURANCE AND RISK MANAGEMENT

Ingenuity Prep will ensure that there is adequate insurance coverage at reasonable rates for all insurable exposures in the following areas:

- ▶ General Liability
- ▶ Property
- ▶ Directors and Officers Liability Coverage

Ingenuity Prep will minimize risk exposure by:

- ▶ Developing and implementing policies that will minimize the likelihood of accidents, incidents, management practices for hiring and dismissing employees, and other events which may result in injuries, property losses or legal action against the school by employees or former employees
- ▶ Protecting board members and volunteers from known hazards
- ▶ Training key personnel in the school about ways to minimize the likelihood of litigation against the school



PERSONNEL POLICIES

Minimally, clear and consistent personnel policies that are consistent with Federal and State laws will include the following:

- ▶ Hiring, promotion, compensation, benefits, leave, sexual harassment, performance evaluation, and a progressive discipline process

The Ingenuity Prep board will demonstrate effective oversight by documenting:

- ▶ Date policies were adopted
- ▶ Review and approval of policy changes
- ▶ Legal counsel's review and approval of the policies
- ▶ Distribution to all employees in a timely, clear and concise manner
- ▶ Training in employment practices to ensure that employees adhere to policies and that they are applied uniformly to all staff
- ▶ Annual completion of performance reviews
- ▶ Annual completion of conflict of interest statement by senior staff

FINANCIAL

Ingenuity Prep financial policies and practices will incorporate the following:

- ▶ Cash management practices that demonstrate separation of duties
- ▶ Compliance with obligations under grants and contracts
- ▶ Sound investment management policies that prevent the erosion of financial assets
- ▶ An annual independent audit by a qualified public accounting firm
- ▶ An A-133 audit if the school receives federal funds or \$500,000 or more
- ▶ Expense reimbursement and reporting policies for staff and board members



Ingenuity Prep Board Member Agreement Form

As a member of the Ingenuity Prep Public Charter School Board of Trustees, I accept the responsibilities and the duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand, and support the mission and vision of Ingenuity Prep Public Charter School.
2. Periodically review the mission of the school to monitor the school's progress in its short and long term strategic planning, setting priorities; both financially and operationally for the school, and as a basis for decision making.
3. Establish policies and procedures that maintain compliance with federal, state and local laws as well as supporting the schools mission.
4. Maintain the job description and performance for the Head of School.
5. Recruit, hire, retain, evaluate, discipline (and terminate, if necessary) the Head of School.
6. Strengthens schools' long and short-term strategic goals by providing fundraising support, either directly through personal contributions or indirectly through facilitating access to contacts and sharing of resources.
7. Recruit board members based on needed expertise, philosophical "fit" with school's mission, as well as understanding and support of the strategic plan.
8. Selection and oversight, through the Audit and Finance Committee, of the annual audit of the schools financial records.
9. Participate in the development and monitoring of the schools strategic plan in the areas of student outcomes, fiscal compliance and sustainability, and facility acquisition/financing.
10. Communicate with Parent Council to monitor satisfaction of program's compliance with mission.



Duties and Responsibilities of Individual Board Members:

1. Attend all board meetings; if unable, notification should be provided to the Chair of the Board.
2. Participate on Board committees, including committee leadership and level of committee involvement.
3. Provide wisdom and guidance through interaction at board meetings, including providing alternative perspectives, and acts in concert and supports the unanimous decisions of the board.
4. Develop and accomplish individual fundraising goals.
5. Attend Board of Trustee training events.
6. Maintain a favorable relationship with parents, students, volunteers, auditors and external stakeholders/regulators.
7. Avoid or disclose any and all conflicts of interest.
8. Be capable of effectively communicating mission and vision of school, creating enhanced reputation.
9. Maintain high level of ethical standing.
10. Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
11. Maintain knowledge of charter school environment in Washington and understand the market and climate of issues affecting charter schools.
12. Monitor operational and organizational performance against goals, budgets or key indicators.
13. Ensure that capital and operating budgets are established annually and in a timely fashion.
14. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit or review each year.
15. Agree and adhere to Ingenuity Prep's Conflict of Interest, Articles of Incorporation, and Bylaws.



Ingenuity Prep Conflict of Interest Statement

The purpose of this conflict of interest policy is to protect Ingenuity Prep's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Ingenuity Prep.

Interested Party: An interested party is any director, member of a committee, principal officer, or general partner who has a direct or indirect financial interest, as defined below.

Material Financial Interest: A person has a material financial interest in an entity if he/she has a financial interest of any kind that, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect a Responsible Person's or Family Member's judgment with respect to transactions to which the entity is a party. This includes all forms of compensation.

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the Trustees or members of committees with board-delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, the board or committee shall independently decide if a conflict of interest exists.

The chair of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the board or committee shall determine whether Ingenuity Prep can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall



determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in Ingenuity Prep's best interest and for its own benefit and whether the transaction is fair and reasonable to Ingenuity Prep and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Before board or committee action on an Agreement or Transaction involving a conflict of interest, a director or committee member having a conflict of interest and who is in attendance at the meeting shall disclose all facts material to the conflict of interest. Such disclosure shall be reflected in the minutes of the meeting.

A Trustee or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a conflict of interest shall disclose to the chair of the meeting all facts material to the conflict of interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.

If the board or committee has reasonable cause to believe that an interested party has failed to disclose actual or possible conflicts of interest, it shall inform the individual, review the matter and, if necessary, take appropriate disciplinary and corrective action.

ATTACHMENT B

File #: N000001982

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

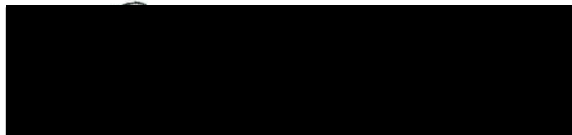
THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

INGENUITY PREP

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of **01/13/2012 16:22:36**



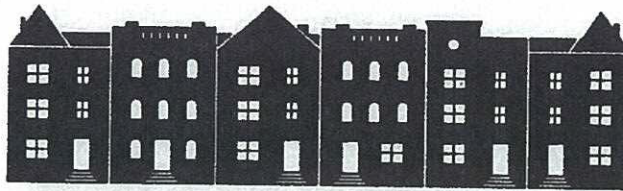
Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: 25PHFH3J2W



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation
Form DNP-1, Version 3, January 2012.

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

1. Corporation Name.

InGenuity Prep

2. The corporation will have members.

Yes

No

3. Registered Agent's name and address in the District Columbia.

Aaron Cony - [REDACTED]

4. The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

5. Miscellaneous Provisions. (may attach the statement)

See Attached

JAN 13 2012
FILE COPY

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

6. Incorporators Name & Address.

Will Stoetzer [REDACTED]

6A. Incorporators Signature and Date.

[REDACTED] 1/13/12

7. Incorporators Name & Address.

Althea Holtford [REDACTED]

7A. Incorporators Signature and Date.

[REDACTED] 1/13/12

Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Corporate Online Services Information:

Many corporate filings are available by using CorpOnline Service. Go to CorpOnline site at <https://corp.dhra.dc.gov>, create the profile, access the online services main page and proceed. Online filers must pay by using the credit card.

Please check dhra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

District of Columbia Government
Corporations Division
Articles of Incorporation of Domestic Nonprofit Corporation
Form DNP-1, Version 3, January 2012.

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Ingenuity Prep

2. The corporation will have members.
No

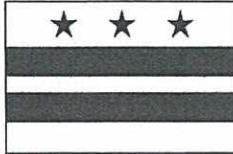
3. Registered Agent's name and address in the District Columbia.
Aaron Cuny- 1027 Park Road NW, Washington DC 20010

4. The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

5. Miscellaneous Provisions. (may attach the statement)
This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

This corporation is a nonprofit corporation under the laws of the District of Columbia, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributed to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

INGENUITY PREP

Effective Date: 4/23/2013

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 4/23/2013 1:47 PM

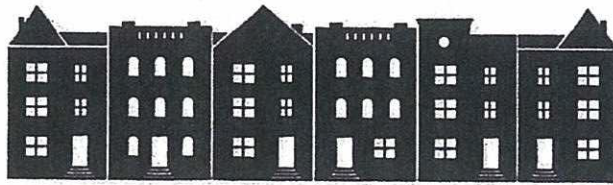
Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: 6DUFagdZ



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

DCRA Corp. Div.

APR 23 2013

FILE COPY 

Articles of Amendment of Domestic Nonprofit Corporation
Form DNP-2, Version 2, January 2012.

This form will allow for a domestic nonprofit corporation to amend its information reflected under original articles of incorporation or its amendments.

ENTITY TYPE

FILING FEE

Domestic Nonprofit Corporation

Refer to Corporate Fee Schedule posted online

Under the provisions of the Title 29 of D.C. Code (Business Organizations Act), the domestic filing entity listed below hereby applies for a Certificate of Amendment and for that purpose submits the statement below.

1. Corporation Name.

Ingenuity Prep

2. The text of each amendment adopted. (may attach the statement)

See attached - To include dissolution clause in Article 5.

3. If the amendment provides for an exchange, reclassification, or cancellation of memberships, provisions for implementing the amendment. (may attach the statement)

Not applicable

4. The date of each amendment's adoption.

04-19-2013

5. Amendment has been adopted in the following manner. (select A or B)

(A) The amendment was adopted by the incorporators or by the board of directors or designated body, as the case may be, and that member approval was not required;

(B) the amendment was duly approved by the members in the manner required by this chapter and by the articles of incorporation and bylaws.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

6. Name of the Governor or Authorized Person.

Will Stoetzer

6A. Signature of the Governor or Authorized Person.



Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Corporate Online Service Information:

Many corporate filings are available by using CorpOnline Service. Go to CorpOnline site at <http://corp.dcrs.dc.gov>, create the profile, access the online services main page and proceed. Online filers must pay by using the credit card.

Please check dcrs.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

5. Miscellaneous Provisions:

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school. This Corporation is organized exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code. This Corporation is a nonprofit corporation under the laws of the District of Columbia, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributed to or for the benefit of its Incorporators, Directors, Trustees, or Officers, except to the extent permissible by law.

Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

**INGENUITY PREP
AMENDED AND RESTATED BYLAWS**

ARTICLE I

INTRODUCTION; LEGAL STATUS

Section 1.1 Name and Location

The name of the corporation is Ingenuity Prep and it shall be located in the District of Columbia.

ARTICLE II

OFFICES; REGISTERED AGENT

Section 2.1 Offices; Registered Agent

Ingenuity Prep shall have and continuously maintain in the District of Columbia a registered office and a registered agent whose office is said registered office. The registered office may, but need not, be identical with the principal office of Ingenuity Prep. The person serving as registered agent, and the address of the registered office, may be changed from time to time by the Board of Trustees (the "Board") in accordance with applicable law.

Section 2.2 Change of Principal Address

The Board of Trustees may from time to time change the principal office from one location to another within the District of Columbia, and such changes of address shall not be deemed, nor require, an amendment of these bylaws.

ARTICLE III

NONPROFIT PURPOSES

Section 3.1 IRC Section 501(c)(3) Purposes

Ingenuity Prep is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended, including but without limitation, to operate, advise and support a public charter school in the District of Columbia (the "School") and to exercise all rights and powers conferred by the laws of the District of Columbia upon nonprofit corporations.

Section 3.2 Specific Objectives and Purposes

The specific objectives and purpose of Ingenuity Prep is to establish and maintain a public charter school in the District of Columbia pursuant to section §38-1802.14, organized under Chapter 4 of Title 29 of the DC Code (the "Nonprofit Code").

Section 3.3 Mission Statement:

Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.

ARTICLE IV**TRUSTEES****Section 4.1 Non-Member Corporation**

The corporation established as Ingenuity Prep shall have no members. The Board shall have all powers and duties for the conduct of the activities of Ingenuity Prep.

Section 4.2 Powers

The Board shall have all powers and duties for the conduct of the activities of Ingenuity Prep; including the management of all business, affairs, and property of Ingenuity Prep, and to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of Ingenuity Prep. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers: the Board shall be fiduciaries of Ingenuity Prep and shall set overall policy for the school. The Board may make final decisions on matters related to the operation of the school, consistent with the charter granted to the school, and other applicable law.

Section 4.3 Number of Trustees

The Board shall consist of at least five (5) and no more than fifteen (15) Trustees and maintain an odd number of Trustees for voting purposes. The number of Trustees may be increased or decreased from time to time by resolution of the Board, provided that no decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee and provided further that the number of Trustees shall never be less than five (5) or more than fifteen (15). Such Board shall consist of:

- (1) A majority of residents of the District of Columbia; and
- (2) At least two (2) parents of a student attending Ingenuity Prep (each, a "Parent Trustee").

Section 4.4 Qualifications

Trustees shall be of the age of majority in the District of Columbia. An individual is eligible for election or selection to the Board if the person (i) is a parent of a student attending the school or (ii) meets the election or selection criteria set forth in the charter granted to Ingenuity Prep. Trustees shall be sought who meet quality, qualifications and diversity standards set by the Board delineated in the Qualifications of the Board. All Board members shall be devoted to the purpose and mission of Ingenuity Prep and shall represent the interests of the community.

Section 4.5 Election and Term

Subject to this Section 4.5, the Board shall elect Trustees by the affirmative vote of a majority of the Trustees then in office at the annual meeting of the Board (the "Annual Meeting"). The terms of the Trustees shall be staggered. The current Trustees shall be divided into three classes as set forth below and shall serve until the Annual Meeting occurring in the year set forth next to each Trustee below:

Class	Names	Annual Meeting
A	Jessica Marker	2014
B	Aaron Cuny Althea Holford Debra Santos	2015
C	Maura Marino Imran Siddiqi Peter Winik	2016

Commencing with the election of Trustees at the Annual Meeting in 2014, the election of any Trustee, or the successor to such Trustee, shall be for a term of three years, except as otherwise provided in these Bylaws or required by law. Any Trustee (other than a Parent Trustee) elected after the effective date of these Amended and Restated Bylaws shall be elected as either a Class A Trustee, a Class B Trustee or a Class C Trustee, as determined by the Board. Class A Trustees shall be elected at the Annual Meeting in 2014 and at the Annual Meetings occurring every three years thereafter. Class B Trustees shall be elected at the Annual Meeting in 2015 and at the Annual Meetings occurring every three years thereafter. Class C Trustees shall be elected at the Annual Meeting in 2016 and at the Annual Meetings occurring every three years thereafter. Each Parent Trustee shall be elected for a term of three years; provided that, notwithstanding the foregoing, a Parent Trustee's term shall end at the Annual Meeting after such Trustee is no longer a parent of a student attending Ingenuity Prep. Subject to Section 4.6, a Trustee whose term is expiring is eligible for reelection and shall be entitled to vote in the election or his or her successor. If a Trustee's term expires and a successor has not been elected, such Trustee shall continue to serve until a successor is elected or the number of Trustees is reduced.

Section 4.6 Consecutive Term Limit

A Trustee may serve a maximum of two consecutive three-year terms (the "Term Limit"). Any term or portion of a term commencing prior to the Annual Meeting in 2014 shall not be counted in any determination of the Term Limit. Terms lasting less than eighteen months shall not be counted for purposes of the Term Limit.

Section 4.7 Rights and Responsibilities

Subject to the provisions of the laws of the District of Columbia and any limitations in the Articles of Incorporation and these bylaws relating to action required or permitted to be taken or approved by the Trustees of Ingenuity Prep, the activities and affairs of Ingenuity Prep shall be conducted and all

corporate powers shall be exercised by or under the direction of the Board. All Trustees shall have identical rights and responsibilities. All Trustees shall serve Ingenuity Prep with the highest degrees of moral character, duty, loyalty and care and shall undertake no enterprise to profit personally from their position with Ingenuity Prep. Each Trustee shall sign a Board Member Agreement in the form approved by the Board and shall comply with all applicable policies and procedures contained in the Ingenuity Prep Policies and Procedures Handbook.

Section 4.8 Compensation

Trustees shall serve in their capacity as members of the Board without compensation; they shall not receive any salary, or honorarium for their services. Notwithstanding the forgoing, the Trustees may be reimbursed for reasonable out-of-pocket expenses, if any, incurred in carrying out the purposes of Ingenuity Prep, as long as such expenses are approved by the Chair or the Treasurer.

Section 4.9 Removal

Any Trustee may be removed with or without cause by a two-thirds vote of the Trustees then in office at any Regular or Special Meeting of the Board, provided that the agenda for the Board meeting includes the removal of the Trustee(s).

Section 4.10 Resignation

Any Trustee may resign effective upon giving written notice to the Chair, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. Unless otherwise specified in the notice of resignation, no acceptance of such resignation shall be necessary to make it effective. No Trustee may resign if the Board would then be left without a duly elected Trustee in charge of its affairs.

Section 4.11 Vacancies

A majority of the remaining Trustees, whether or not sufficient to constitute a quorum, may at any time fill a vacancy on the Board which results from any cause. A Trustee so elected shall serve for the unexpired term of such Trustee's predecessor in interest and until his/her successor is elected and qualified.

Section 4.12 Annual and Regular Meetings

There shall be an annual meeting of the Board of Trustees which shall be held in the last quarter of the fiscal year at a date, time and place fixed by the Board, for the election of Officers and Trustees and for the transaction of such business as may properly come before the meeting. In addition to the Annual Meeting, regular meetings of the Board shall be held at least once in each fiscal quarter. Such regular meetings of the Trustees may be held at such time and place as shall from time to time be determined by the Board. A majority of the Trustees present, whether or not a quorum exists, may adjourn a Regular meeting to another time and place.

Section 4.13 Special Meetings

Special meetings of the Board may be called by the Chair, the Vice Chair of the Board, or by any two Trustees, or, if different, by the persons specifically authorized under the laws of the District of Columbia to call special meetings of the Board. Unless the Articles of Incorporation, the Nonprofit Code or these bylaws provide otherwise, any business may be considered at any special meeting without such business having been specified in the notice for such meeting. A special meeting of the Board of Trustees shall be held on such date and at such place as shall be designated in the notice for such meeting. A majority of the Trustees present, whether or not a quorum exists, may adjourn a Special meeting to another time and place.

Section 4.14 Rules of Order

Except where there may be in conflict with the Bylaws of Ingenuity Prep, the rules of order in the current edition of the Robert's Rules of Order shall govern the conduct of all meetings of Ingenuity Prep.

Section 4.15 Notice of Meetings

The Secretary or such person's designee shall give notice to each Trustee of each meeting of the Board. The notice shall state the time and place of the meeting. Notice is given to a Trustee when it is delivered personally to the Trustee, left at the Trustee's residence or usual place of business, or sent by facsimile or e-mail, at least 48 hours before the time of the meeting or, in the alternative, by U.S. mail to the Trustee's address as it shall appear on the records of Ingenuity Prep, at least seven (7) days before the time of the meeting. Unless otherwise provided by the Articles of Incorporation, these bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of Trustees:

- a. **Regular Meetings.** No notice need be given of any regular meeting of the Board.
- b. **Special Meetings.** At least forty-eight (48) hours' notice shall be given to each Trustee before a special meeting is held.
- c. **Waiver of Notice.** Whenever any notice of a meeting is required to be given to any Trustee under provisions of the Articles of Incorporation, these bylaws, or the law of the District of Columbia, a Trustee may waive notice of any meeting of the Board by written statement filed with the Board. A Trustee's attendance at or participation in a meeting also waives any required notice to him/her of the meeting unless the Trustee, promptly upon his/her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 4.16 Quorum for Meetings

A quorum shall consist of a majority of the Trustees then in office. The Trustees present at a duly organized meeting may continue to do business until adjournment, notwithstanding the withdrawal of enough Trustees to leave less than a quorum. If a meeting cannot be organized because a quorum has not attended, those present may adjourn the meeting from time to time until a quorum is present, when any business may be transacted that may have been transacted at the meeting as originally called.

Except as otherwise provided under the Articles of Incorporation, these bylaws, or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is

not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

Section 4.17 Majority Action as Board Action

Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.

Section 4.18 Action Without a Meeting

Any action required or permitted to be taken at a meeting of the Board of Trustees may be taken without a meeting, if an unanimous written consent which sets forth the action to be taken is signed by each Trustees and filed with the minutes of proceedings of the Board of Trustees.

Section 4.19 Meeting by Conference Telephone

Members of the Board of Trustees may participate in a meeting by means of a conference telephone or similar communications equipment if all persons participating in the meeting can hear one another. Participation in a meeting by these means constitutes presence in person at a meeting.

Section 4.20 Attendance at Meetings

In the event that any Trustee has two (2) or more unexcused absences from regular meetings (which may include an Annual Meeting) in any twelve month period, the Board of Trustees may, in its discretion, deem such absences to constitute a resignation from the Board by such Trustee.

Section 4.21 Nonliability of Trustees

The Trustees shall not be personally liable for the debts, liabilities, or other obligations of Ingenuity Prep.

ARTICLE V.

OFFICERS OF THE BOARD

Section 5.1 Designation of Officers

Ingenuity Prep shall have a Chair, a Secretary and a Treasurer, who shall be officers of Ingenuity Prep, each of whom shall be duly elected and qualified members of the Board. The Board may also elect or appoint such other officers and assistant officers as may be deemed necessary, desirable or appropriate. Any two offices may be held by the same person, except no person may serve concurrently as both Chairperson and Treasurer or Secretary.

Section 5.2 Election and Term of Office

The Governance Committee shall present a list of potential Officers to the Board of Trustees. All Officers shall be elected to one year terms by the Board of Trustees, at their Annual Meeting, and each officer shall hold office until he/she resigns or is removed or is otherwise disqualified to serve, or until his/her successor shall be elected and qualified, whichever occurs first.

Section 5.3 Removal and Resignation

Any Officer may be removed, either with or without cause, by a majority vote of the Board at any time. Any Officer may resign at any time by giving written notice to the Chair or the Board. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.4 Vacancies

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by majority vote of the Board. Such vacancies shall be filled for the unexpired term of the vacant Officer. Vacancies occurring in offices of Officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

Section 5.5 Duties of Chair

The Chair shall preside at all meetings of the Board of Trustees at which the Chair is present. The Chair shall also have such other powers and perform such other duties as the Board may from time to time prescribe. In the event the Chair becomes vacant, the Vice Chair shall become the Chair for the unexpired portion of the term. In the event that the office of the Vice Chair, Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

Section 5.6 Duties of Secretary

The Secretary shall:

Certify and keep the original, and a copy, of these bylaws as amended or otherwise altered to date.

Keep a book of minutes of all meetings of the Trustees, and, if applicable, meetings of committees of Trustees, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

Ensure that the minutes of meetings of Ingenuity Prep, any written consents approving action taken without a meeting, and any supporting documents pertaining to meetings, minutes, and consents shall be contemporaneously recorded in the corporate records of Ingenuity Prep.

"Contemporaneously" in this context means that the minutes, consents, and supporting documents shall be recorded in the records of this corporation by the later of (1) the next meeting of the Board, committee, or other body for which the minutes, consents, or supporting documents are being recorded, or (2) sixty (60) days after the date of the meeting or written consent.

Maintain all records (other than financial) of Ingenuity Prep such as the bylaws and charter. Authenticate the records (other than financial) of Ingenuity Prep.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Be custodian of the records and of the seal of Ingenuity Prep and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of Ingenuity Prep.

Exhibit at all reasonable times to any Trustee, or to his/her agent or attorney, on request therefor, the bylaws and the minutes of the proceedings of the Board or committees of Ingenuity Prep.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, or which may be assigned to him/her from time to time by the Board.

Section 5.7 Duties of Treasurer

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of Ingenuity Prep, and deposit all such funds in the name of Ingenuity Prep in such banks, trust companies, or other depositories as shall be selected by the Board.

Receive, and give receipt for, monies due and payable to Ingenuity from any source whatsoever.

Disburse, or cause to be disbursed, the funds of Ingenuity Prep as may be directed by the Board, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of Ingenuity Prep's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Exhibit at all reasonable times the books of account and financial records to any Trustee of Ingenuity Prep, or to his or her agent or attorney, on request therefor.

Render to the Trustees, whenever requested, an account of any or all of his/her transactions as Treasurer and of the financial condition of Ingenuity Prep.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports. The Treasurer shall submit a report of accounts and financial condition if Ingenuity Prep at each annual meeting.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of Ingenuity Prep, or by these bylaws, or which may be assigned to him or her from time to time by the Board. The Treasurer shall give such other duties as the Board may require.

ARTICLE VI.

ADMINISTRATIVE OFFICERS

Section 6.1 Head of School

The Head of School shall be an officer of Ingenuity Prep, shall be appointed by the Board and shall serve at the pleasure of the Board and shall receive such compensation as the Board may direct. The Head of School shall be responsible for the effective administration of the School subject to the authority granted by the Board. The Head of School shall conduct general management of all academic and administrative operations of the School. The Head of School shall have full authority to prescribe and direct the course of study, the discipline to be observed in the School and the assessment of student performance in consultation with the Board and shall be responsible for all

required reporting to the District of Columbia. The Head of school shall employ and discharge all personnel, prescribe their duties and terms of office, shall set their salaries within the minimum and maximum limits established by the Board of Trustees and shall ensure that annual reviews are conducted for all personnel.

ARTICLE VII. COMMITTEES

Section 7.1 Overview

The Board may, by a majority vote or by adopted resolution, designate from among its members standing committees, each consisting of one (1) or more Trustees. The Board may designate one or more Trustees as alternate members of any committee. The Chair shall appoint the chairperson of each committee, except of the Governance Committee which shall select its own chairperson. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the Secretary. Such committees shall have all powers and authority delegated by the Board, except no committee shall have the power to: (i) authorize distributions, (ii) approve or recommend to the Board dissolution, merger, or sale or transfer of all or substantially all of Ingenuity Prep's assets, (iii) elect, appoint, or remove Trustees or fill vacancies on the Board or any of its committees; or (iv) adopt, amend, or repeal Ingenuity Prep's Articles of Incorporation or Bylaws. Each committee and each member of each committee shall serve at the pleasure of the Board.

By a majority vote of its members, the Board may at any time revoke or modify any or all of the authority so delegated to any committee.

Section 7.2 Governance Committee

There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of Trustees recommended by the Chair and elected by the Board at its Annual Meeting. The duties of the Governance committee shall be (i) to study the qualifications of candidates and present a list of the best qualified as nominees for the vacant Trustee positions on the Board, (ii) to present a list of nominees for Officers to the Board for election at the annual meeting, (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process, (iv) to provide ongoing orientation to Trustees, (v) to ensure Board policies are being observed, (vi) to oversee a Trustee assessment process to ensure optimum performance, and (g) to recommend the appointment of a Chair to the Board, if necessary, in the interests of continuity.

Section 7.3 Audit Committee

There shall be a standing Audit Committee established from among the elected members of the Board of Trustees, but excluding those who have any conflict of interest in accordance with the Ingenuity Prep Conflict of Interest Policy. Audit Committee members cannot also serve as Head of School or receive compensation for consulting services provided to Ingenuity Prep. The Audit Committee shall meet as necessary, primarily throughout the annual audit process. The Audit Committee shall be responsible for (i) interviewing and recommending the audit firm to the Board of Trustees each audit year; (ii) determining the scope and plan for the audit; (iii) providing oversight to the annual audit of Ingenuity Prep's financial statements; (iv) overseeing the auditing

firm's activities; (v) ensuring that financial audits include a review of internal financial controls; (vi) ensuring that the audit firm presents the findings of the audit to the Board.

Section 7.4 Meetings and Action of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the Board, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the Board of Trustees and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Section 7.5 Advisory Committees

The Board may appoint individuals who may or may not be Trustees to serve as an advisory committee to the Board. The advisory committees shall have such functions and responsibilities specified by the Board; however, the Board may not delegate any of its power, authority or functions to the advisory committee. Each advisory committee may adopt rules of procedure for its business that are consistent with Section 6.5 of these bylaws and with the rules adopted by the Board.

The Chair shall appoint the members and the chairperson of each advisory committee, subject to the approval of the Board. A majority of the members of an advisory committee shall constitute a quorum for the transaction of business. The advisory committee may conduct any meeting thereof by conference telephone or similar communications equipment in accordance with the provisions of Section 4.19.

Each member of an advisory committee shall serve until the next annual meeting of the Board and until such member's successor is appointed, unless: (1) the committee shall be sooner terminated, (2) such member be removed, with or without cause, by a vote of the Board, or (3) such member shall otherwise resign from such committee.

Ingenuity Prep shall not pay any compensation to any member of an advisory committee for services rendered to Ingenuity Prep as such, except that a member may be reimbursed for expenses incurred in the performance of his or her duties to Ingenuity Prep, in reasonable amounts as approved by the Board. A member of an advisory committee who serves Ingenuity Prep in any other capacity may receive reasonable compensation for such other services pursuant to a resolution of the Board.

ARTICLE VIII.

INDEMNIFICATION

Section 8.1 Indemnification

(a) Ingenuity Prep shall indemnify any Officer or Trustee to the extent the individual was successful, on the merits or otherwise, in the defense of any proceeding to which the individual was a party because the individual was an Officer or Trustee of Ingenuity Prep against reasonable expenses incurred by the individual in connection with the proceeding.

(b) Except as otherwise provided in the bylaws, Ingenuity Prep shall, without the requirement of any additional authorization by the Board of Trustees, also indemnify an Officer or Trustee who is a party to a proceeding because he or she is or was an Officer or Trustee against liability incurred in the proceeding if the individual:

- (1) Acted in good faith;
- (2) Reasonably believed:
 - (A) In the case of conduct in an official capacity, that the conduct was in the best interests of Ingenuity Prep; and
 - (B) In all other cases, that the individual's conduct was at least not opposed to the best interests of Ingenuity Prep;
- (3) In the case of any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful; and
- (4) In the case of an employee benefit plan, reasonably believed such actions to be in the interests of the participants in and the beneficiaries of the plan;

(c) Ingenuity Prep shall have the right to select attorneys and to approve any legal expenses incurred in connection with any suit, action or proceeding to which this indemnification applies.

(d) The termination of a proceeding by judgment, order, settlement, or conviction or upon a plea of nolo contendere or its equivalent is not, in itself, determinative that the Officer or Trustee did not meet the standard of conduct contained in this Section 8.1.

(e) Unless ordered by a court of competent jurisdiction, Ingenuity Prep shall not indemnify an Officer or Trustee:

- (1) In connection with a proceeding by or in the right of Ingenuity Prep, except that Ingenuity Prep may indemnify the individual for reasonable expenses incurred in connection with the proceeding if it is determined that the individual met the relevant standard of conduct under this Section 8.1; or
- (2) In connection with any proceeding with respect to conduct for which the individual was adjudged liable on the basis that the Officer or Trustee received a financial benefit to which the individual was not entitled, whether or not it involved any action in the individual's official capacity.

Section 8.2 Advance for Expenses.

Ingenuity Prep shall, before final disposition of a proceeding and without the requirement of any additional authorization by the Board of Trustees, advance funds to pay for or reimburse the reasonable expenses incurred by an individual who is a party to a proceeding because he or she was an Officer or Trustee if the individual delivers to Ingenuity Prep (1) a written statement signed by the individual setting forth his or her good faith belief that he or she has met the relevant standard of conduct described in these bylaws and the Nonprofit Code; and (2) an undertaking in the form of an unlimited general obligation to repay any funds advanced if the individual is not entitled to indemnification under these bylaws or mandatory indemnification under the Nonprofit Code.

Section 8.3 Determination of Indemnification

(a) Ingenuity Prep shall not indemnify an Officer or Trustee under Section 8.1(b) unless the Board

determines, in accordance with subsection 8.3(b), that indemnification of the individual is permissible because he or she has met the relevant standard of conduct in the Bylaws and the Nonprofit Code.

(b) The determination shall be made:

- (1) If there are two or more disinterested Trustees, by a majority vote of all the disinterested Trustees, a majority of whom will constitute a quorum for that purpose, or by a majority of the members of a committee of two or more disinterested Trustees appointed by such a vote; or
- (2) By special legal counsel:
 - (A) Selected in the manner prescribed in paragraph (1); or
 - (B) If there are fewer than two disinterested Trustees, selected by the Board, in which selection Trustees who do not qualify as disinterested Trustees may participate.

(c) With respect to any matter disposed of by a settlement or compromise payment by such person, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such settlement or compromise payment is approved by (1) a majority vote of the disinterested Trustees, a majority of whom will constitute a quorum for that purpose, (2) by a majority of the members of a committee of two or more disinterested Trustees appointed by such a vote; (3) if there are fewer than two disinterested Trustees, by the Board, in which case Trustees who do not qualify as disinterested Trustees may participate; provided that special legal counsel selected in the manner prescribed in Subsection (b)(2), above, determines that indemnification is permissible because the Officer or Trustee has met the relevant standard of conduct in these bylaws and the Nonprofit Code; or (4) by a court of competent jurisdiction.

(d) For purposes of this Article VIII, a "disinterested Trustee" shall mean a Trustee who, at the time of a vote referred to in this Article VIII, is not:

- (1) A party to the proceeding; or
- (2) An individual having a familial, financial, professional, or employment relationship with the Trustee whose indemnification or advance for expenses is the subject of the decision being made, which relationship would, in the circumstances, reasonably be expected to exert an influence on the Trustee's judgment when voting on the decision being made.

Section 8.4 Severability

Each provision of this Article VIII is intended to be severable, and if any term or provision is invalid for any reason whatsoever, such invalidity shall not affect the validity of the remainder of this Article VIII.

ARTICLE IX.

POLICIES AND PROCEDURES HANDBOOK

Section 9.1 Policies and Procedures

Ingenuity Prep shall maintain a Policies and Procedures Handbook containing the policies and procedures of Ingenuity Prep as determined by the Board. The Board shall establish, for inclusion in the Ingenuity Prep Policies and Procedures Handbook, policies and procedures with respect to such matters as shall be determined by the Board from time to time, and shall include policies and procedures with respect to nondiscrimination; conflicts of interest; code of ethics; financial and audit matters; compensation and payroll; hiring; and confidentiality.

ARTICLE X.

EXECUTION OF INSTRUMENTS; FINANCIAL MATTERS

Section 10.1 Execution of Instruments

The Board, except as otherwise provided in these bylaws, may by resolution authorize any Officer or agent of Ingenuity Prep to enter into any contract or execute and deliver any instrument in the name of and on behalf of Ingenuity Prep, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind Ingenuity Prep by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 10.2 Checks and Notes; Loans

All checks, notes, drafts, or other orders for the payment of money of Ingenuity Prep, shall be governed by specific policies established by the Board. Unless authorized by resolution of the Board, no loans shall be contracted on behalf of Ingenuity Prep and no evidence of indebtedness shall be issued in its name. Such authority may be general or confined to specific instances. No loans will be made by Ingenuity Prep to its Trustees or officers.

Section 10.3 Deposits

All funds of Ingenuity Prep shall be deposited from time to time to the credit of Ingenuity Prep in such banks, trust companies, or other depositories as the Board may select.

Section 10.4 Gifts

The Treasurer and countersigned by the Chair may accept on behalf of Ingenuity Prep any donation, contribution, gift, bequest, or devise for the nonprofit purposes of Ingenuity Prep.

Section 10.5 Fiscal Year

The fiscal year of Ingenuity Prep shall be the twelve calendar month period ending June 30 in each year, unless otherwise provided by the Board of Trustees.

ARTICLE XI
CORPORATE RECORDS, REPORTS, AND SEAL

Section 11.1 Maintenance of Corporate Records

Ingenuity Prep shall keep at its principal office:

- a. Minutes of all meetings of Trustees, committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- c. A copy of Ingenuity Prep's Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of Ingenuity Prep at all reasonable times during office hours.

Section 11.2 Trustees' Inspection Rights

Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of Ingenuity Prep, and shall have such other rights to inspect the books, records, and properties of Ingenuity Prep as may be required under the Articles of Incorporation, other provisions of these bylaws, and provisions of law.

ARTICLE XII
IRC 501(C)(3) TAX EXEMPTION PROVISIONS

Section 12.1 Limitations on Activities

No substantial part of the activities of Ingenuity Prep shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and Ingenuity Prep shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these bylaws, Ingenuity Prep shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 12.2 Prohibition Against Private Inurement

No part of the net earnings of Ingenuity Prep shall inure to the benefit of, or be distributable to, its Trustees, Officers, or other private persons, except that Ingenuity Prep shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of Ingenuity Prep.

Section 12.3 Dissolution and Distribution of Assets

Ingenuity Prep shall dissolve if the charter granted by the District of Columbia Public Charter School Board has been revoked, has not been renewed, or has been voluntarily relinquished. Any assets to be distributed pursuant to a plan of distribution under D.C. Code § 29-301.48(3) shall be transferred to the District of Columbia Office of the State Superintendent of Education, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes. Such distribution shall be made in accordance with all applicable provisions of the laws of the District of Columbia.

ARTICLE XIII

AMENDMENT OF BYLAWS

Section 13.1 Amendment

Ingenuity Prep shall adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted by approval of the Board. These bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. These bylaws may be amended at any meeting of the Board by a two-thirds vote of the Board.

ARTICLE XIV

CONSTRUCTION AND TERMS

Section 14.1 Construction and Definitions

If there is any conflict between the provisions of these bylaws and the Articles of Incorporation of Ingenuity Prep, the provisions of the Articles of Incorporation shall govern; provided, however, that (a) in no event shall Section 12.3 of these bylaws be deemed to be in conflict with the Articles of Incorporation and (b) Section 12.3 of these bylaws shall in all cases govern the dissolution of Ingenuity Prep and the distribution of its assets.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the Articles of Incorporation shall be to the Articles of Incorporation of Ingenuity Prep filed in the District of Columbia Department of Consumer and Regulatory Affairs and used to establish the legal existence of Ingenuity Prep, as such Articles of Incorporation may be duly amended from time to time.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

ATTACHMENT C



ATTACHMENT C: PROCEDURES TO ENSURE HEALTH AND SAFETY OF STUDENTS AND EMPLOYEES

Health. Ingenuity Prep is committed to ensuring the health and safety of students, families, staff, and visitors of the school. As such, as required by Section 2202(11) of the DC School Reform Act[1], Ingenuity Prep will fully comply with all applicable federal and District of Columbia health and safety regulations and any applicable requirements of the Occupational Safety and Health Administration. Furthermore, as mandated by Section 2204(c)(4) of the DC School Reform Act, Ingenuity Prep will each year turn in a report to the District of Columbia Public Charter School Board that verifies the school's facilities comply with the applicable health and safety laws and regulations of the District of Columbia and the federal government. Upon request, the report will be made readily available to the public.

Ingenuity Prep will submit to all applicable health and safety inspections, take any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

Ingenuity Prep will train staff, as appropriate, in First Aid and CPR to ensure the safety of the school's students and staff. The school will also secure and store First Aid kits in locations around the school that are made clear and are easily accessible to staff in the case of an emergency situation. In identifying a school facility, Ingenuity Prep will look to have a facility that includes a space suitable for a health suite that would accommodate the placement of a nurse from the DC Department of Health (DOH). Ingenuity Prep has begun to coordinate with PCSB and the DC DOH to acquire the on-site placement of a nurse.

Further, in accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Ingenuity Prep will require evidence of all student required immunizations and provide information to parents on such requirements clearly and completely.

Safety. Ingenuity Prep, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with respect to access. The school will ensure that such requirements are observed in the selection or renovation of a leased facility and in the planning and construction of a permanent facility.



Furthermore, Ingenuity Prep will comply with all requirements of the District of Columbia Fire Prevention Code for the purpose of fire safety.

ATTACHMENT D



May 31, 2013

D.C. Public Charter School Board
3333 14th St NW, #210
Washington, DC 20010

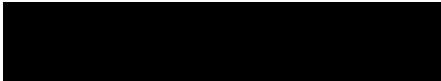
Dear PCSB:

Pursuant to DC ST § 38-1802.02, the Ingenuity Prep Board of Trustees assures the school will seek and obtain accreditation within the school's first five years of operation. The following timeline outlines a tentative plan for this process:

- Year 2: Investigate options for accreditation from PCSB approved accrediting agency
- Year 3: Begin accreditation process
- Year 4: Complete accreditation process

After successful completion of the accreditation process, the Ingenuity Prep Board of Trustees will ensure accreditation is maintained.

Sincerely,



Maura Marino
Board Chair
Ingenuity Prep Public Charter School

ATTACHMENT E

Board Treasurer Job Description

- Is a member of the Board
- Chairs the Finance Committee
- Maintains oversight responsibility for the finances of the organization
- Provides annual budget to the board for members' approval
- Ensures development and board review of financial policies and procedures

The by-laws further outline the roles and responsibilities of each officer and structure of succession.

Relationship to Administrative Structure/Staff, Parents, and Students

The Board of Trustees will develop a structure of communication among the various constituencies within the school community. The board will, when appropriate, solicit input from parents and families, staff, administrators, and students so that multiple viewpoints are considered and incorporated in the decision-making process. The Board will work particularly close with the Parent Engagement Association to solicit input from and gauge the sentiment of the parents and families in the school community. The parent representatives will serve as important connection points between the business of the Board and the school community.

The Board of Trustees will gather for at least ten meetings over the course of each academic year. The schedules and agendas of each Board meeting will be made widely available to members of the school community. The Board of Trustees will disseminate information about their decision-making and significant discussions to staff, administrators, and parents and families. The Board will strive to ensure transparency by providing that each meeting be open to attendance by the school community while reserving the right to close off certain discussion of business to non-Board members when the nature of the of the conversations necessitate discretion and candor on behalf of the members of the Board.

The Board plays an important role in the lives of the students at the school. As the governing body for the school, Board members are expected to be active members of the school community through interaction with students and families at school events, classroom visits and observations, and presentations to students during Community Meetings. Board members will undergo a self-evaluation process annually to determine areas where additional board training and development could be useful to maximize the board's individual and collective effectiveness. The Charter School Individual Performance Expectation criteria for which the board will be held accountable is included in detail as part of Section I.

Board of Trustees' Relationship to Head of School

The primary responsibility of the Board of Trustees is to provide oversight and strategic governance of the school. In that capacity, the Board has the authority to hire, evaluate the performance of, and terminate the employment of the Head of School. The Head of School is

responsible for faithfully implementing the mission and policies established by the Board. The Head of School is fully responsible for running the day-to-day operations of the school. The Head of School is directly responsible for all staff hiring decisions. As the only staff member whose compensation and employment terms are set by the Board, the Head of School is accountable to the Board of Trustees for his or her performance and the performance of the school.

To ensure a cooperative and clearly defined relationship between the governance function of Board of Trustees and the management function of the Head of School, both the Board and the Head of School will participate in trainings on the complementary responsibilities of both entities. Examples of those responsibilities include, but are not limited to:

The Board of Trustees	The Head of School
Develop and articulate the mission.	Faithfully implement the mission.
Evaluate the performance of the school's academic programs in relation to the mission and goals.	Carry out the day-to-day operations of overseeing staff and ensuring the quality of the school's academic programs.
Hire, evaluate and dismiss the Head of School.	Hire, evaluate and dismiss all other staff.
Review and approve budget and business plan.	Develop budgets and business plan for Board oversight and approval.
Set the financial policies for the school and provide oversight of the school's audit process.	Ensure compliance with financial policies and the ability of the auditors to complete the audit process.
Establish and actively participate in strategic planning process.	Participate in the development of the strategic plan and carry out its implementation.
Review Board documents and provide feedback and make strategic decisions, when necessary.	Draft and prepare documents for Board review

B. BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

b. RULES AND POLICIES

The goals and responsibilities of the Board of Trustees are outlined in the by-laws and are further contained in the Charter School Board of Trustees Job Description and Charter School Individual Director Performance Expectations. Following approval of the Charter and creation of the

will formally inform retention decisions. It is important to note that the table above outlines likely but not guaranteed scenarios. The school retains the right to retain and dismiss "at will."

Administrative Leadership and Head of School

As noted above, all staff, including non-teaching staff, will serve under "at-will" contracts. Specific plans for improvement plans and dismissal protocols will be developed in consultation with the Board of Trustees prior to the August 2013 school opening.

Unemployment Compensation

Pending the circumstances of dismissal, employees may be eligible for unemployment compensation.

Other Employment Policies

- **Provision for DCPS Employees:** Any DCPS employee who comes to work for the school may request a two-year leave of absence, renewable for an unlimited number of two year terms. During this time, should the employee choose, the school will pay into the employee's DCPS retirement plan.
- **Equal Employment Opportunity:** Ingenuity Prep will be an equal opportunity workplace and is committed to hiring a diverse faculty and staff.
- **Drug-Free Workplace:** The school will remain a safe and drug-free workplace. Distribution of illegal drugs on school grounds will be cause for immediate dismissal.

C. OPERATIONS PLAN

2. HUMAN RESOURCES INFORMATION

e. VOLUNTEERS

Ingenuity Prep will seek to recruit an active group of volunteers of varying age ranges and experiences primarily among the parent and family communities but more broadly from the neighboring community, local and city-wide businesses, area universities, philanthropic organizations and foundations, and the vibrant education community across the District of Columbia. As such, the school expects to utilize the generosity of volunteers across multiple areas of the school day and organization. In the initial operating years, the Head of School and Director of Curriculum and Instruction will be the ones primarily responsible for the recruitment of volunteers. In seeking volunteers, the school will focus initially on the parent and family community. The school believes strongly that active family involvement fosters a strong community culture and exposes students to civic leadership behaviors and attitudes that are models for the school's core values. The core values will be a guiding tool in the recruitment of volunteers.

Ingenuity Prep will recruit volunteers for as many roles as can be responsibly supervised by staff. The following is a sample of the many opportunities that will exist for volunteers at Ingenuity Prep:

ATTACHMENT F

ATTACHMENT F

Pre-Opening Visit Checklist – New Charter School

**Items may be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	<ul style="list-style-type: none"> • Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	<ul style="list-style-type: none"> • Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	<ul style="list-style-type: none"> • Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	<ul style="list-style-type: none"> • Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	<ul style="list-style-type: none"> • Employee handbook* • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	<ul style="list-style-type: none"> • Background check clearances*
Each teacher has been offered a retirement plan.	<ul style="list-style-type: none"> • DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	<ul style="list-style-type: none"> • Leave of absence forms on file and reflect processing through DCPS
Plan for when teachers are absent	<ul style="list-style-type: none"> • Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	<ul style="list-style-type: none"> • Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	<ul style="list-style-type: none"> • School calendar—includes 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
	<ul style="list-style-type: none"> • Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	<ul style="list-style-type: none"> • Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding \$25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	<ul style="list-style-type: none"> • Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	<ul style="list-style-type: none"> • Student rosters/records are on file and accessible to teachers for planning
Intake process includes measures to identify students with special needs.	<ul style="list-style-type: none"> • Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	<ul style="list-style-type: none"> • All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	<ul style="list-style-type: none"> • Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	<ul style="list-style-type: none"> • Description of complaint resolution process in employee, parent, and student handbooks. *

ATTACHMENT F

Operations

Area of Review	Examples of Acceptable Documentation
<p>Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following:</p> <ul style="list-style-type: none"> -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/ or DC Superior Court, when applicable -system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB 	<ul style="list-style-type: none"> • Student Information System is in place • Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter
<p>Arrangements have been made for food service.</p>	<ul style="list-style-type: none"> • Food service contract • Documentation that contract equal to or exceeding \$25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
<p>Provisions have been made for health services and immunization, if appropriate.</p>	<ul style="list-style-type: none"> • Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
<p>There are written plans for such life safety procedures as fire drills and emergency evacuation.</p>	<ul style="list-style-type: none"> • Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *
<p>A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB</p>	<ul style="list-style-type: none"> • Evidence that a system is in place for gathering and reporting data needed to qualify for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<ul style="list-style-type: none"> • Space meets the needs of the program and number of students to be served

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	<ul style="list-style-type: none"> • Clear plans on file for student drop-off and pick-up before school, during school hours, and after school
Classroom furniture is available for instruction (or will be)	<ul style="list-style-type: none"> • School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	<ul style="list-style-type: none"> • School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	<ul style="list-style-type: none"> • Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	<ul style="list-style-type: none"> • Parent permission slips
Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	<ul style="list-style-type: none"> • Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*: <ul style="list-style-type: none"> • General Liability - \$1000 per occurrence, \$2000 aggregate • Directors and Officers Liability - \$1000 • Educators Legal Liability - \$1000 • Umbrella Coverage - \$3000; \$5000 if providing transportation • Property/Lease Insurance - 100 percent of replacement cost • Boiler and Machinery Insurance - \$1000 (if appropriate actual loss sustained) • Auto Liability Insurance - \$1000 • Workers Compensation - As required by law

ATTACHMENT G



INGENUITY PREP ENROLLMENT POLICIES AND PROCEDURES

Eligibility. All residents of the District of Columbia who are of the appropriate age and grade level are eligible to apply to Ingenuity Prep regardless of race, ethnicity, national origin, gender, disability, language proficiency, sexual orientation, any measure of aptitude or achievement, or any other basis prohibited under District of Columbia and federal law. Ingenuity Prep is firmly committed to a policy of non-discrimination in its enrollment practices. To that end, Ingenuity Prep collected the minimally required information on its lottery application document (see attachment A). Only after a student was granted a seat did the school seek to gather further information through the school's enrollment packet (see attachment B). All application and enrollment information is securely stored in a storage apparatus and in a password-protected computer database. Furthermore, the school is committed to ensure residents who are homeless have full access to the application and enrollment process. As such, the school has faithfully adhered to the intent and purpose of the law as expressed in McKinney-Vento Homeless Assistance Act of 1987.

Enrollment Process. Ingenuity Prep made the Application for Student Admission available on November 19th, 2012. Applications were made available in paper format and electronically through the Ingenuity Prep website (ingenuityprep.org). Applications were collected until midnight on March 15, 2013 – the commonly agreed deadline established by PCSB and agreed to by participating charter schools. Parents were notified on the application and on the Ingenuity Prep website of the pertinent deadlines. Ingenuity Prep had received 203 applications in total for three grades (PS, PK, and Kindergarten). Ingenuity Prep had made available 108 seats with 24 available in PS, 24 available in PK, and 60 available in Kindergarten. As more applications were received for each grade level than space available the school was required to hold a lottery to allocate those seats.

On March 22, 2013, Ingenuity Prep conducted its enrollment lottery process as a public event hosted at the Ingenuity Prep school building at 4600 Livingston Rd. SE. The lottery began with Kindergarten. All names of students for whom applications were received were entered into a container and were drawn one by one, at random until all 60 Kindergarten space had been filled. The remaining names were drawn one by one, at random and added to the Kindergarten waitlist. This one done until no names remained. As Ingenuity Prep offers an enrollment preference to siblings of currently enrolled students, if a student was allocated a spot in Kindergarten and had a sibling in PS or PK, that sibling was immediately allocated an available spot in their respective grade level. This process was then followed in both PK and PS. In the event that a student was allocated a seat in PS or PK and that student had a sibling in Kindergarten who was not allocated a seat, the sibling was removed for the general waitlist and added to the sibling waitlist. In allocating future seats, the sibling waitlist takes precedence over the general waitlist per the Ingenuity Prep sibling enrollment preference.

Following the conclusion of the enrollment lottery, parents were notified on March 25th, 2013 of whether their child was allocated a seat or whether they were on the waitlist. Parents were notified



numerous times via phone and email of the results of the lottery. Additionally, results of the lottery were posted on the Ingenuity Prep website (see Attachment C). To confirm their child's enrollment in Ingenuity Prep, parents were asked to complete the online Student Enrollment Form (see attachment D) and bring, in person, to Ingenuity Prep a copy of their child's birth certificate and proof of D.C. residency, as required by DC law (see attachment E). Parents were notified that the deadline for confirming their child's enrollment at Ingenuity Prep was April 12, 2013 – the deadline set by the PCSB and agreed to by participating charter schools. Parents were sent reminders via phone and email every other day leading up to the deadline (see attachment F). Following the April 12, 2013 deadline to confirm a child's seat from the lottery, Ingenuity Prep began allocating any remaining seats to those on the waitlist in order for each grade level. This process will continue until enrollment for all seats is confirmed. Should a seat that was previously confirmed become available, Ingenuity Prep will allocate that seat to the next child on the waitlist in order. If the school is under-enrolled at the end of the admission timeline, the school will continue the enrollment process on a rolling, first-come-first-served basis until all remaining seats have been filled. Once all seats have been filled, the school will continue to develop a wait-list in the case a seat becomes available.

In the event that there are remaining seats available following the admissions timeline, the school will permit the enrollment of students who are not DC residents. These students would be required to pay the applicable Nonresident Tuition Rate as established by the DC Office of the State Superintendent for Education. Though the school will allow for the enrollment of nonresident students, at no point will the school actively recruit nonresident students for enrollment.

In addition to the stated enrollment preference to siblings of currently enrolled students – which is in alignment with the enrollment policies of many currently operating charter schools in the District of Columbia, Ingenuity Prep, to the extent allowable by law, will institute an enrollment preference policy to the members of the Founding Group. Policies and procedures governing the enrollment preferences given to any student will be fully outlined by the school following conditional approval and will be done in collaboration with the DC PCSB and legal counsel to ensure the school is operating in accordance with the DC School Reform Act. For the 2013-14 school year application cycle, no applications were received for children of members of the Founding Group. Therefore this policy was not put into use.

ATTACHMENT H



INGENUITYPREP

Student Discipline Plan

2013-2014 School Year

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APPENDIX A – DISCIPLINE PLAN

The Ingenuity Prep Student Discipline Plan was developed utilizing, with permission, models from both DC Prep and EL Haynes Public Charter Schools.

I. Mission

Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.

II. Discipline Philosophy

Ingenuity Prep’s approach to discipline is driven by its mission-aligned goals of preparing students to succeed in college and beyond as impactful civic leaders. Informed by “emotional constancy” and a “warm/strict” approach, adults across the Ingenuity Prep community will ensure 1) rules and procedures – including their mission-aligned rationale – are understood and authentically embraced by students, 2) high expectations for adherence to these rules and procedures are consistently upheld, 3) and there is an appropriate balance of recognition of students meeting expectations and appropriate follow-up with students who do not meet expectations, per the school’s clearly outlined discipline plan protocols. In all interactions – even the most trying situations involving the administration of discipline – adults’ “emotional constancy” and “warm/strict” approach should ensure student dignity is upheld.

III. Discipline Plan

Informed by the philosophy above, Ingenuity Prep will categorize and accordingly respond to behaviors as outlined in the Discipline Tiers noted in Appendix A.

IV. Operationalizing the Plan in Early Childhood Classrooms

In our Preschool, Prekindergarten and Kindergarten classrooms, teachers focus on exposing and helping students to practice a group of social-emotional skills and behaviors that are organized into four Core Value categories: Be A Good Friend, Use Your Words, Do Your Best, and Be Your Best.

Morning and afternoon classroom meetings provide opportunities to explicitly reflect, discuss, and recognize these behaviors.

Students’ progress against these categories is monitored through the Core Values Note (CVN), which is a daily communication tool for parents that outlines the Core Value categories and provides a snapshot of the child’s day.

V. Serious Infractions

A serious infraction sufficient to justify consideration of suspension or expulsion is one which threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. Serious infractions include; but are not limited to:

- a. Intentionally injuring, attempting to injure, or threatening to injure another person or oneself;
- b. Intentionally causing damage to school property or the property of others at the school;
- c. Using profane or extremely disrespectful language to another student or a teacher;
- d. Possession of any weapons or instruments designed to commonly used as weapons;
- e. Unsafe behavior including failing to respond to a teacher's directions in such a way that it causes concern for the safety of the individual student or the class;
- f. Leaving the school or classroom without the permission or consent of the teacher or supervising adult;
- g. Possession of profane material, sexual harassment, sexual assault, or the display of sexually indecent or lascivious behavior;
- h. Possession of alcohol, tobacco, illegal drugs; and
- i. Repeated and consistent misbehavior that significantly disrupts classroom instruction after behavior management plans have been implemented.

Except for extenuating circumstances as determined on a case-by-case basis by an Administrator, any student who brings a weapon into the Ingenuity Prep shall be expelled for not less than one year. The term "weapon" means a firearm as such term is defined in 18 U.S.C. § 921, a knife longer than 4", or an explosive of any kind. An Administrator shall refer to the criminal justice or juvenile delinquency system, simultaneous with expulsion, any student who is expelled for bringing a weapon into school, pursuant to 20 U.S.C. § 8921 et seq.

VI. Suspension and Expulsion

Through proactive support of and engagement with students and families, Ingenuity Prep will seek to minimize the number of out-of-school suspensions and expulsions it administers. On the occasion a student commits a serious infraction (Tiers 3-5), he/she may be suspended from school for a specified number of days or expelled from school for the remainder of the school year by the Head of School (for suspension or expulsion) or an Administrative Designee (for suspension only). Expelled students may re-apply to attend school the following year. The school will attempt to contact the student's parents/guardians before a suspension or expulsion and will receive a written letter with details about the incident within one business day. If a student is a candidate for expulsion, the family will be invited to a meeting with the Head of School and another appropriate school representative to discuss the incident and attempt to address the behavior without excluding the student from school. If, after this meeting, the student remains a candidate for expulsion there will be a separate Expulsion Determination meeting with the Head of School, the Chair of the Board of Trustees, and other

appropriate school representative. The family may have representatives (attorneys, mentors, family members) attend any of these meetings.

Short Term Suspension

For short-term suspensions (10 days or less) the decision to suspend a student shall be made by the Head of School or Administrative Designee with or without the recommendation of the student's teacher or other school employee. The Head of School or Administrative Designee will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension shall become effective immediately unless otherwise stated by the Head of School or Administrative Designee. After three suspensions from school within the same school year for the same or different infractions, the student will be a candidate for expulsion.

Before a suspended student may return to school, Ingenuity Prep requires that a parent/guardian attend a meeting with the Head of School or Administrative Designee and at least one of the student's teachers. Upon notification of suspension, a parent/guardian should contact the Head of School or Administrative Designee to schedule this meeting.

Long-Term Suspension and Expulsion

A student committing a Tier 4 or 5 infraction may be a candidate for long term suspension (more than 10 days) or expulsion for up to one calendar year. Prior to the determination for a long-term suspension or expulsion, the family will be invited to participate in a meeting, with the Head of School and another school representative, so that the family, student, and school administration can better understand the incident and determine if a long-term suspension or expulsion is warranted. The family may have representatives (attorneys, mentors, family members) attend any of these meetings. This meeting is an opportunity for the student and family to engage in a dialog about the incident in order to share all pertinent information about the incident and/or student's situation.

If, after this meeting, the school administration determines that it may still take actions to suspend or expel the student, a Long-Term Suspension or Expulsion Determination meeting will be scheduled with the Head of School and appropriate school personnel. Ultimately, the decision to administer a suspension exceeding ten days or expulsion rests with the Head of School.

As is the case with short-term suspensions, before a long-term-suspended student may return to school, Ingenuity Prep requires that a parent/guardian attend a meeting with the Head of School or Administrative Designee and at least one of the student's teachers.

VII. Discipline Of Students With Disabilities

Purpose

If a student violates the Ingenuity Prep Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP or 504 Plan. While all students may be disciplined, it is both illegal and unjust to punish a child when the offense is directly related to his disability or when the IEP or 504 Plan is not implemented.

Legal Standard

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. A “change in placement” is a legal term that applies to the following situations:

- A suspension or expulsion for more than 10 consecutive school days. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 10 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is “substantially similar” to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week or same time of day.

If the offense is a change in placement, the school team (including the parent) must advise parents in writing, provide a copy of the IDEA procedural safeguards, and hold a Manifestation Determination meeting to determine two issues:

- Was the student’s misconduct caused by or directly and substantially related to the student’s disability?
- Was the student’s misconduct a direct result of the school’s failure to follow the child’s IEP?

If the team answers yes to either question, then the student’s behavior is a manifestation of his/her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior that is a manifestation of a disability. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with a conduct issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability, the parent may request a

due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

If Ingenuity Prep orders a disciplinary removal that meets the definition of a change in placement, it must continue to make FAPE available to the student. This means that even if the child is suspended or expelled from a school, the LEA must ensure that the student continues to receive educational services.

Emergency Circumstances Involving School Safety: Weapons, Drugs or Serious Injury

If a student: possesses illegal drugs; is selling prescription drugs; carries a weapon; or causes serious bodily injury to another, either at school or during a school related activity, the school may immediately remove the student for up to 45 school days to an alternative or remedial disciplinary setting. To comply with the law, a 45 school day emergency removal for serious bodily injury must be serious, i.e., requiring medical treatment.

Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether a child has mental retardation or even if the team believes that the behavior is a manifestation of the student's disability. During the 45 school-day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

Emergency Hearing/Dangerousness

If a school has solid reasons to believe that keeping the student in his current school is "substantially likely to result in injury to the child or to others", the school should consult with the RTI Coordinator who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

Notice to Parents

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent must be given a NOREP stating this decision and a copy of the procedural safeguards.

Restraints

Restraints are considered the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. Does not include briefly holding, without force, a student in order to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another. Excluded from this definition is hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student must cause the school entity to notify the parent of the use of the restraint and a meeting of the IEP Team within 10 school days of the inappropriate behavioral causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting.

At this meeting, the IEP Team must consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's IEP when:

- It is utilized with specific component elements of positive behavior support;
- It is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior;
- Staff are authorized to use the procedure and have received the staff training required; and
- There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. Examples include:

- Devices used for physical or occupational therapy;
- Seatbelts in wheel chairs or on toilets used for balance and safety;
- Safety harnesses in buses; and
- Functional positioning devices.

The following aversive techniques of handling behavior are considered inappropriate and may not be used:

- Corporal punishment;
- Punishment for a manifestation of a student's disability;
- Locked rooms, locked boxes or other locked structures or spaces from which the student can not readily exit;
- Noxious substances;
- Deprivation of basic human rights, such as withholding meals, water or fresh air;
- Suspensions constituting a pattern under §14.143(a) (relating to disciplinary placement);
- Treatment of a demeaning nature;
- Electric shock.
- The use of prone restraints. Prone restraints are those in which a student or eligible young child is held face down on the floor.

XII. Notice and Appeal of Suspension and Expulsion

The decision to suspend or expel a student shall be made by the Head of School and communicated to the parent/guardian in writing, in person, or over the phone. An electronic record of the suspension, accessible to parents, will be made within 12 hours of the Head of School's decision. The student's parents/guardians have 48 hours from this electronic submission to challenge the suspension or expulsion by submitting to the Chair of the Board of Trustees, in writing, an appeal of the decision. During this time, the student will not be allowed to attend classes. The Chair of the Board of Trustees will issue a decision in writing to the parents/guardians and the school administration within 48 hours of receiving the appeal. The decision of the Chair of the Board of Trustees in affirming or reversing the Head of School's decision is final.

IX. Grievance Procedures

It is the policy of Ingenuity Prep that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its schools.

Ingenuity Prep recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The Ingenuity Prep grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts;

and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents, or visitors.

Other Remedies

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, the school principal, or the Head of School.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the school principal or with the Head of School. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The principal and the Head of School can be reached at the contact information provided below.

The Head of School will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the Head of School shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, determine the validity of the grievance and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

Appeal of Grievance

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be submitted to the Head of School who will relay it to the Chair of the Board of Trustees.

Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefor.

Prohibition Against Retaliation

Ingenuity Prep pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, Ingenuity Prep will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.



INGENUITYPREP

Tiers of Discipline 2013-14



Definitions of Disciplinary Responses

Term	Definition
Temporary removal of student from classroom	Removal from the student's classroom for less than half of a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.
In-school disciplinary action	Disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, meditation, or similar actions of short duration that do not result in the student's loss of academic instruction time.
Short-term suspension	On-site or off-site suspension for one (1) to ten (10) school days.
Long-term suspension	Suspension for eleven (11) to ninety (90) school days.
Expulsion	The denial of the right of a student to attend Ingenuity Prep, including all classes and school activities, for one calendar year.
Weapon	Include, but are not limited to: weapons enumerated in the DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in Chapter 25 of DCMR.

Discipline Tier 1

Tier 1 behaviors are those behaviors that are disrespectful or cause minor disruptions to the academic environment that interfere with the learning of self and/or others but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response.

Behavior	Behavior Discipline Response(s)
Attending class without required class materials or assigned work	▲ Verbal redirection
Behaviors that disrupt or interfere with classroom teaching and learning	▲ Teacher/student conference (1-10 minutes)
Communication with staff and peers that is not polite, courteous, or respectful	▲ Temporary removal of student from classroom
Excessive noise in the classroom, hall, or building	▲ In-school disciplinary action (Silent Lunch, Refocus Center, Loss of Recess, etc.)
Inappropriate displays of affection	▲ Formal apology to community member in front of an adult (e.g. morning meeting)
Noncompliance with an approved dress code	▲ Repeated Tier 1 behaviors can result in parent contact
Off-task behaviors that demonstrate disengagement from classroom learning	▲ Alternative consequences as specified in student's Behavior Intervention Plan
Refusal to comply with reasonable staff instructions, or classroom of school rules	▲ Other logical or restorative consequence
Running in the classroom, hall, or building	
Unexcused lateness for school or class	
Any behavior or other conduct not specifically enumerated in any other tier that is disrespectful or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	
Leaving the classroom without permission	

Discipline Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Behavior Discipline Response(s)
Directing profanity or obscene/offensive gestures toward community members	Verbal redirection and...
Inappropriate or disruptive physical contact between students	▲ Teacher/student conference (1-10 minutes)
Intentional misuse of school equipment/supplies/facilities	▲ Temporary removal of student from classroom (with reflection)
Leaving classroom or group without permission	▲ In-school disciplinary action (Silent Lunch, Refocus Center, Loss of Recess, etc.)
Unauthorized presence in hallway during class time	▲ Formal apology to community member in front of an adult (e.g. morning meeting)
Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones, ipods)	▲ Parent contact in writing or by phone
Unexcused absence from class	▲ Targeted parent shadowing
Unexcused absence from school	▲ Develop behavior plan with student
Using computer/office equipment without permission	▲ Alternative consequences as specified in student's Behavior Intervention Plan
Any behavior or other conduct not specifically enumerated in any other tier in this that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	▲ Other logical or restorative consequence
Documented pattern of persistent Tier 1 behavior	



Discipline Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 may result in either in-school suspension or out-of-school suspension.

Behavior	Behavior Discipline Response(s)
Theft	Verbal redirection and
Academic Dishonesty	▲ Teacher/student conference and/or administrator/student conference
Bullying, using humiliating, intimidating language, or behavior including internet bullying	▲ Parent contact (written or by phone)
Causing disruption on school properties or at any E.L. Haynes-sponsored or supervised activity	▲ Parent conference
Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, or place of residence or business, including derogatory sexual language	▲ Removal of student from classroom
Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)	▲ In-school disciplinary action (Silent Lunch, Refocus Center, Loss of Recess, etc.)
Engaging in reckless behavior that may cause harm to self or others	▲ Formal apology to community member in front of an adult with parent present (e.g. morning meeting)
Engaging in sexual acts on school premises or at school-related functions	▲ Day-long parent shadowing
Extortion	▲ Behavior Plan with family involvement
Acts of physical aggression towards another community member	▲ In-school short-term suspension
Inappropriate use of E.L. Haynes computer or network (restricted websites, offensive emails)	▲ Out-of-school short-term suspension
Throwing objects that may cause injury or damage property	▲ Alternative consequences as specified in student's Behavior Intervention Plan
Forgery	▲ Other logical or restorative consequence
Gambling	
Hazing	
Lying to or giving misleading information to school staff or distribution of any item without authorization	
Unauthorized possession, use, or distribution of over-the-counter medication	
Verbal, written, or physical threat to person or property (including intimidating gestures/postures)	
Any behavior or other conduct not specifically enumerated in any other tier that causes significant disruption to the academic environment or causes harm to self or others	
Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)	
Leaving school, playground, or field work site without permission	

Discipline Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in out-of-school suspension.

Behavior	Response(s)
Activating false alarm	
Intentional acts of vandalism, destruction of property, or graffiti (tagging)	
Contaminating food	
Documented persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra family offense, or place of residence or business	▲ Out-of-school short-term suspension
Lewd or indecent public behavior or sexual misconduct	▲ Out-of-school medium-term suspension
Possession of a weapon	▲ Out-of-school long-term suspension
Retaliation for reporting harassment and sexual harassment	▲ Alternative consequences as specified in student's Behavior Intervention Plan
Possession of tools or instruments which school administrators deem could be used as weapons	
Sexual harassment	
Tampering with, changing, or altering an official record or document of a school	
Obscene, seriously offensive, or abusive language or gestures	
Interfering with school authorities or participating a major disruption of the school's operation	
Using an article that is not normally considered a weapon to intimidate or threaten another individual	
Causing serious disruption or damage to school's computer systems, electronic files, or network	
Fighting where there is no physical harm or weapon	▲ Other logical or restorative consequence
Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the school operation, destroys school property, or causes significant harm to self or others	
Documented pattern of persistent Tier 3 behavior	



Discipline Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier 5 behaviors result in out-of-school suspension or expulsion.

Behavior	Behavior Discipline Response(s)
Arson, Biohazard, Bomb threat	
Possession of a weapon	
Planned assault/physical attack on student or staff where there is or has the potential for substantial harm	
Commission or attempted commission of any act of sexual assault or sexual aggression	
Fighting which results in a serious physical injury	
Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury	<ul style="list-style-type: none"> ▲ Out-of-school medium-term suspension
Possession of drug paraphernalia or controlled substance	
Possession of fireworks or explosives	<ul style="list-style-type: none"> ▲ Out-of-school long-term suspension
Possession or distribution of alcohol	<ul style="list-style-type: none"> ▲ Expulsion
Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia	<ul style="list-style-type: none"> ▲ Alternative consequences as specified in student's Behavior Intervention Plan
Theft or attempted theft using force, coercion, intimidation or Threat of violence	
Use, possession, or bringing to school a loaded or unloaded firearm	<ul style="list-style-type: none"> ▲ Other logical or restorative consequence
Use, threatened use, or transfer of any weapon	
Using an article that is not normally considered a weapon to injure another individual	
Intentional Vandalism/destruction of property over \$500	
Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, at E.L. Haynes.	
Any behavior or other conduct not specifically enumerated in any other tier that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others	
Documented pattern of persistent Tier 4 behavior	

ATTACHMENT I



Early, Cassidy & Schilling, Inc.

May 30, 2013

Ingenuity Prep
Will Stoetzer
4600 Livingston Rd., SE
Washington, DC 20032

Good Afternoon Mr. Stoetzer,

Below is the intended schedule for placement of insurance policies for the upcoming school year. Included in the schedule is a breakdown of limits and values. It is our intention to have all lines of coverage effective no later than July, 1 2013. These policies will be placed on an annual term to be renewed at the anniversary date of placement.

June 30, 2013 we intend to bind insurance policies inclusive of the following coverage lines:

Business Personal Property: \$70,000 (furniture) + \$90,000 (Electronic Data Processing)
Hired & Non-Owned Auto: \$1,000,000 limit
Educators Legal Liability: \$1,000,000 limit
Workers Compensation: Statutory Limits
Employers Liability: \$500,000
Umbrella: \$3,000,000 limit
Directors & Officers: \$1,000,000 (already in place)
Employment Practices: \$1,000,000 (coverage will be added to existing D&O policy)
Cyber Liability: will present options

DCPCSB, UDC, Building Hope, National Collegiate will be listed as Additional Insureds

Thank you for selecting Early, Cassidy & Schilling to help you with all of your insurance needs.

Sincerely,


John Broullire

ATTACHMENT J



INGENUITYPREP

INGENUITY PREP – KEY PERSONNEL

Key Personnel	Role	Mailing Address	Physical Address	Email
Aaron Cuny	Co-Founder, Head of School, Trustee	4600 Livingston Rd. SE Washington, DC 20032	2500 Sayles Place SE, Unit 6 Washington D.C. 20020	acuny@ingenuityprep.org
Will Stoetzer	Co-Founder, Director of Business and Operations	4600 Livingston Rd. SE Washington, DC 20032	318 Bryant St. NE Washington, DC 20002	wstoetzer@ingenuityprep.org
Debra Santos	Trustee, Vice Chair	4600 Livingston Rd. SE Washington, DC 20032	Raffa PC 1899 L Street NW, Ste 900 Washington, DC 20036	dsantos@raffa.com
Imran Siddiqi	Trustee	4600 Livingston Rd. SE Washington, DC 20032	7505 Tutley Terrace Clifton, VA 20124	imran.siddiqi@sap.com
Maura Marino	Trustee, Chair	4600 Livingston Rd. SE Washington, DC 20032	1001 L St NW #503 Washington, DC 20001	mmarino@newschools.org
Peter Lee Winik	Trustee	4600 Livingston Rd. SE Washington, DC 20032	7506 Fairfax Road Bethesda, MD 20814	peter.winik@lw.com
Jessica Haskell Marker	Trustee	4600 Livingston Rd. SE Washington, DC 20032	20 Millwood Ct San Rafael, CA 94901	Jessica.Marker@teachforamerica.org
Althea O. Holford	Trustee, Secretary	4600 Livingston Rd. SE Washington, DC 20032	1827 Tobias Drive, SE Washington DC 20020	althea.holford@dc.gov

Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.

Appendix B

Charter Application

APPLICANT INFORMATION SHEET

Request for Approval

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

Name of Proposed Charter School Ingenuity Prep Public Charter School

Name of Entity Applying for Charter Status Ingenuity Prep

Contact Person Aaron Cuny

Address [REDACTED]

Daytime Telephone [REDACTED] E-mail acuny@ingenuityprep.org

Fax _____

Name of Person Authorized to Negotiate Aaron Cuny
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature [REDACTED]

Proposed Start Date August 5, 2013 Proposed Year 1 Budget \$2,210,601.00

Start Up Information

First-Year Enrollment: From age/grade PS to age/grade K Number of students 108

Year Five Enrollment: From age/grade PS to age/grade 4th Number of students 348

Location of school (address or area of city) Ward 6, 7, or 8

Names of Organizations Involved in Planning (if applicable):

Name of Educational Service Provider (if applicable): _____

Type of Application (Check One)

Conversion of Existing Public School Conversion of Existing Private School New School

If conversion, name the school being converted: _____

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

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes No

*DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD*

**APPLICATION TO ESTABLISH A
PUBLIC CHARTER SCHOOL IN THE
DISTRICT OF COLUMBIA**

SUBMITTED BY:

INGENUITY PREP PUBLIC CHARTER SCHOOL

JANUARY 30, 2012

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Applicant Information Sheet

Ingenuity Prep Public Charter School

Executive Summary

Mission

With a rigorous college preparatory curriculum, including a major focus on the development of 21st century skills and knowledge, Ingenuity Prep Public Charter School prepares Washington D.C. area youth to be STRONG—*Self-aware, Tough, Respectful, Open-minded, Noble, and Grateful*—civic leaders who strive to positively impact their local and global communities

Core Values

With the goal of reframing the concept of “strength” around several key characteristics of effective contemporary civic leadership, the school has identified six core values that represent the acronym STRONG. These values—to be promoted across school culture as “Ingenuity STRONG”—are as follows:

- *Self-aware*: Through regular reflection, we strive to know ourselves, our values, and our goals.
- *Tough*: When things get difficult, we work hard and persevere. We see error, failure, and critical feedback not as a permanent setback but rather as an opportunity to learn and grow. We show self-control of our words and actions, even when we’re frustrated or upset.
- *Respectful*: We communicate and collaborate with others with humility, empathy, and compassion.
- *Open to new ideas*: We recognize we don’t have all of the answers and are willing to listen to others and think outside the box. We strive to be creative and innovative.
- *Noble*: With honesty, integrity, and a willingness to admit our mistakes, we strive to demonstrate great character.
- *Grateful*: We recognize, appreciate, and celebrate our own good deeds and those of others. We show gratitude for what we have by serving the various communities of which we’re a part.

Needs-Assessment

Currently, urban public schools are faced with the twin goals of closing the achievement gap in the traditional core academic areas of literacy and math *as well as* cultivating a broader set of 21st century skills¹ which students will need to be truly successful in college and beyond. Some schools are demonstrating success with the former. A select group of schools are starting to address the latter. Few are doing both well.

Currently, across the District of Columbia, families have too few options for quality public schools. This dearth of options is particularly pronounced for children of color and families in low-income communities. According to a recently published report from the Illinois Facilities Fund (IFF), “schools with Tier 1 performance are located throughout the District. However, they are not equally distributed nor in sufficient number to serve all the students in the District.” Unsurprisingly, this gap in quality school options has evidenced itself in a profound student achievement gap. Troubling recent data from the 2011 National Assessment of Educational Progress showed for the District a black-white gap of more than twice the national average on the 4th grade math assessment. Moreover, in both

¹ Partnership for 21st Century Skills, http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf (accessed 02 Jan. 2012).

reading and math, the District evidenced the largest black-white achievement gap in the nation when compared with other urban school systems.²

Addressing the Need

With the opportunity to build a new model—one that aims to both follow best practice from those schools successfully closing the achievement gap in the traditional core academic areas *and* offer innovative 21st century approaches to curriculum, classroom structure, and staffing models—Ingenuity Prep Public Charter School will meet the needs described above. Opening in August of 2013 and expanding to serve over 500 students in Preschool through 8th grade, the school will prepare Washington D.C. youth to be STRONG civic leaders who positively impact their local and global communities.

Through highly-effective, data-driven instruction and the following strategies, the school will address the learning needs of its target population:

- The school will offer an **extended-day** (8 a.m.-5 p.m.) and **extended year** (200 days + 20 days for students below grade-level) schedule, providing increased opportunities to deliver rigorous instruction, enrichment and remediation for a wide-range of content.
- In addition to strong programs in literacy and math, students will take classes aimed at cultivating **21st century skills**. All students will take Civic Leadership, a class focused on social-emotional competency, team problem-solving, and service learning; Information, Media, & Technology Literacy, a class aimed at making students critical information age consumers and high-capacity users of technology; and a foreign language class. Additionally, 21st century themes of financial, health, and environmental literacy will be integrated across content areas.
- Utilizing a **blended learning model**, the school will creatively organize classroom instruction. In the literacy and math classrooms, teachers will harness high-quality online learning programs and digital content to provide adaptive delivery of instruction targeted at students' individual needs and respective zones of proximal development. Through a rotational model, instruction will be delivered to small groups of students, with an approximate student-teacher ratio in these groups of 8:1 during the literacy and math blocks and 16:1 in all other content areas.
- Students at the school will engage in an **empowering learning experience** designed to promote independence and agency. At the beginning of each year, students will set individual learning goals within each content area. Across the year, students will track progress against their goals, gathering evidence of and data points for that progress to include in a digital portfolio. Upon meeting designated achievement benchmarks in their classrooms (outlined by teachers at the beginning of each term), students will earn the right to move to one or a combination of the following opportunities: peer coaching, individual research, and applied, collaborative projects.
- The school will implement a **dynamic staffing model** in which teams of teachers work with grade-level cohorts of students. With a majority of teachers on each team serving as content-specialists, these teams will loop with cohorts of students within three grade-level bands: PS-PK, K-2, 3-5. In providing for continuity in relationships, expectations, and knowledge of students' individual strengths and areas of development, this looping model will provide for greater efficiencies in supporting students' development. Finally, to coordinate the work of and support the professional development of each grade-level team, one teacher will serve as—and be appropriately compensated as—a grade-level master teacher.

² Lyndsey Layton, "D.C. schools have largest black-white achievement gap in federal study," *The Washington Post*, 07 Dec. 2011, http://www.washingtonpost.com/local/education/dc-schools-have-largest-black-white-achievement-gap-in-federal-study/2011/12/06/gIQArNnMcO_print.html (accessed 26 Dec. 2011).

A. Educational Plan

A. EDUCATIONAL PLAN

1. MISSION AND PURPOSES OF THE PROPOSED PUBLIC CHARTER SCHOOL

a. EDUCATIONAL NEEDS OF THE TARGET STUDENT POPULATION

“The moment is at hand for a 21st century model for education that will better prepare students for the demands of citizenship, college, and careers in this millennium.” - Ken Kay, President, Partnership for 21st Century Skills ³

Currently, urban public schools are faced with the twin goals of closing the achievement gap in the traditional core academic areas of literacy and math *as well as* cultivating a broader set of 21st century skills⁴ which students will need to be truly successful in college and beyond. Some schools are demonstrating success with the former. A select group are starting to address the latter. Few are doing both well.

With the opportunity to build a new model—one that aims to follow best practice from those schools successfully closing the traditional achievement gap *and* offer innovative approaches to curriculum, classroom structure, and staffing models—Ingenuity Prep Public Charter School will prepare Washington DC youth to be strong, dynamic civic leaders who will positively impact their local and global communities. With this aim, the school will open in August of 2013 and expand to serve over 500 students in Preschool through 8th grade.

Intended Geographic Location & Demographic Analysis of Target Population

Currently, across the District of Columbia, families have too few options for quality public schools. This dearth of options is particularly pronounced for children of color and families in low-income communities. According to a recently published report from the Illinois Facilities Fund (IFF), “schools with Tier 1 performance are located throughout the District. However, they are not equally distributed nor in sufficient number to serve all the students in the District.” Most notably, a majority of students living east of the Anacostia River do not have the option to attend a high-performing school with “most performing DCPS schools in the northwest and most performing charter schools in the northeast.”⁵ Unsurprisingly, this gap in quality school options has evidenced itself in a profound student achievement gap. Troubling recent data from the 2011 National Assessment of Educational Progress showed for the District a black-white gap of more than twice the national average on the 4th grade math assessment. Moreover, in both reading and math, the

³ James Bellanca and Ron Brandt, *21st Century Skills: Rethinking How Students Learn* (Bloomington: Solution Tree, 2010).

⁴ http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf

⁵ Illinois Facilities Fund, “Quality Schools: Every Child, Every School, Every Neighborhood” 2011

District evidenced the largest black-white achievement gap in the nation.⁶ For these reasons, the Founding Group of Ingenuity Prep is compelled to submit to the Public Charter School Board an application for a new school.

In his 2011 State of the District address, DC Mayor Vincent Gray shared his vision for “a great teacher for every student and a great school for every community.”⁷ Ingenuity Prep is committed to being part of this citywide effort to provide all students the opportunity to receive an excellent education—especially those who have historically been denied that fundamental right. With this in mind, the school is committed to serving a predominantly low-socioeconomic-status student population (80-95% receiving free/reduced lunch) in an area of the city where families currently have few quality options. The Founding Group of Ingenuity Prep is currently evaluating potential locations across, investigating incubator space for, and building community relationships within Wards 6, 7 and 8. The recent IFF study has provided a wealth of data to support the rationale for additional high-quality school options in these areas. The table below outlines 1) the wards and neighborhood clusters targeted by the school’s Founding Group, 2) the service gap for those areas (equal to the number of seats needed to provide each child in the cluster with a “performing”⁸ school, and 3) the intervention priority of that cluster when compared against the other 39 clusters across the District.

Ward	IFF Neighborhood Cluster	K-12 Service Gap	K-12 Service Gap Priority Rank
6	9	747	20
7	31	2606	6
8	36	1390	10
8	38	2606	3
8	39	5532	1

As illustrated above, in Cluster 39, there are 5,532 students attending “non-performing” schools, providing for the greatest service gap of any cluster across the city and thereby making it the top priority for intervention.

In preparing its application, the Founding Group identified three neighborhoods—one each in Wards 6, 7, and 8—where there existed few to no “performing” school options. The team was able

⁶ Lyndsey Layton, “DC schools have largest black-white achievement gap in federal study,” *The Washington Post*, 07 Dec. 2011, http://www.washingtonpost.com/local/education/dc-schools-have-largest-black-white-achievement-gap-in-federal-study/2011/12/06/gIQArNnMcO_print.html (accessed 26 Dec. 2011).

⁷ Gray, Vincent C. March 28, 2011 “Vincent C. Gray Delivers State of the District Address.” <http://mayor.dc.gov/DC/Mayor/About+the+Mayor/News+Room/Press+Releases/Vincent+C.+Gray+Delivers+State+of+the+District+Address> (accessed 28 Nov. 2011)

⁸ Defined within the IFF study as a school in the top quartile of student achievement, based on current & historic DC CAS performance

to confirm—upon release of the IFF data in late January of 2012—a definitive and quantitative gap in the number “performing” seats needed to provide all students in those target neighborhoods a quality education. The analysis below focuses on three schools within those neighborhoods. Going forward, the Founding Group will continue to evaluate those neighborhoods for 1) their appropriateness in serving the school’s target population and 2) their enrollment viability. Additionally, the team will give serious consideration to other neighborhoods within high-priority clusters as identified by the IFF. As noted above, the Founding Group is committed to the citywide effort to ensure all communities—particularly those who are currently most under-served—have quality educational options.

The table below provides demographic characteristics for three schools located within the Founding Group’s target clusters and representing the Founding Group’s target population. Further rationale for targeting the neighborhoods around these schools as well as the enrollment viability of these is outlined later in this section.

Ward	IFF Neighborhood Cluster	Target Neighborhood School Reference	Race/Ethnicity	Poverty Rate	Special Populations
6	9	Amidon-Bowen Elementary School	98 % African-American 1% Hispanic/Latino 1% Other	93% free/reduced lunch	14% Students w/special education services 1% English Language Learners
7	31	Aiton Elementary	99% African-American 1% Hispanic/Latino	95% free/reduced lunch	10% Students w/ special education services 0% English Language Learners
8	38	Garfield Elementary School	100% African-American	84% free/reduced lunch	9% Students w/special education services 0% English Language Learners

Academic Performance & Corresponding Needs of Target Population

Currently, far too many students in the target neighborhoods of Wards 6, 7, and 8 are performing below grade-level, with notable deficits in core reading and math skills leaving them unprepared for subsequent grade-levels and, ultimately, for a competitive workplace. The following tables outline recent DC Comprehensive Assessment System (CAS) achievement levels for the Founding Group’s target wards as well as schools located in specific target neighborhoods within those wards:

Ward	2011 DC CAS Reading Proficient/Advanced ⁹	2011 DC CAS Math Proficient/Advanced
6	39.86% - Elementary 48.58% - Secondary	39.98% - Elementary 54.26% - Secondary
7	32.57% - Elementary 26.08% - Secondary	28.13% - Elementary 36.70% - Secondary
8	27.56% - Elementary 21.13% - Secondary	23.59% - Elementary 22.56% - Secondary

Ward	IFF Neighborhood Cluster	Target Neighborhood School Reference	2011 DC CAS Reading Proficient/Advanced ¹⁰	2011 DC CAS Math Proficient/Advanced
6	9	Amidon-Bowen Elementary School	19%	15%
7	31	Aiton Elementary	22%	17%
8	38	Garfield Elementary School	8%	6%

With such academic performance levels, a primary educational need of the target population will be rigorous cultivation of students’ skills and knowledge in the core academic content areas, including critical reading skills—particularly for non-fiction materials, writing skills that allow for communication across a range of contexts, and mathematical proficiency as evidenced in both conceptual understanding and basic skill mastery.

In addition to the development of such traditional core skills, students in our target population will need cultivation of a wider range of skills and knowledge if they are to be fully prepared for the colleges and careers of the 21st century. A 2006 Workforce Readiness Report Card highlights this need:

- *Professionalism/Work Ethic, Teamwork/Collaboration and Oral Communications are rated as the three “most important” applied skills needed by entrants into today’s workforce.*
- *Creativity/Innovation is projected to “increase in importance” for future workforce entrants, according to more than 70 percent (74 percent) of employer respondents. Currently, however, more than half of employer respondents (54 percent) report new*

⁹ Office of Data and Accountability, “DC CAS Results by Ward, 2007-2011,” *The Washington Post*, <http://www.washingtonpost.com/wp-srv/local/education/results-by-ward-2007-2011.htm> (accessed 27 Dec. 2011).

¹⁰ District of Columbia Public Schools, “School Profiles Home,” *Find A School*, <http://profiles.dcps.dc.gov/> (accessed 27 Dec. 2011).

workforce entrants with a high school diploma to be “deficient” in this skill set, and relatively few consider two-year and four-year college-educated entrants to be “excellent” (4 percent and 22 percent, respectively).¹¹

Beyond our country’s own internal achievement gaps, for American students as a whole, there exists an international achievement gap for 21st century skills:

Internationally, American students score lower than the average on the Programme for International Student Assessment (PISA), the benchmark assessment in reading, mathematics, and science for developed countries of the world...PISA results are telling because these assessments measure the applied skills--what we call 21st century skills--of critical thinking and problem solving. Even the best U.S. students cannot match their peers in other advanced economies on PISA.¹²

Another expert in the field, Stanford education professor, Linda Darling-Hammond, speaks to the type of 21st century learning experiences our children will need to be successful:

Twenty-first century students need a deeper understanding of the core concepts in the disciplines they receive now. In addition, students need to be able to design, evaluate, and manage their own work. Students need to be able to frame, investigate, and solve problems using a wide range of information resources and digital tools...students need to develop more complex cognitive abilities so that they can find, analyze, and use information for a range of purposes, including the development of new products and ideas. Students need to collaborate and communicate so that they can take advantage of each other’s knowledge and expertise.¹³

Beyond the achievement gaps for core and 21st century skills, there exists another equally concerning gap for our children—that of civic competency. Our potential for realizing our shared democratic ideals is largely dependent on the extent to which our citizenry is prepared to actively and critically participate in the process of self-governance. Notable deficits in any individual’s knowledge of and/or investment in that process have great negative implications for that individual and his/her larger community. This reality makes the following excerpts from Meira Levinson’s 2007 report for The Center for Information and Research on Civic Learning & Engagement all the more poignant and concerning:

As early as fourth grade and continuing into the eighth and twelfth grades, African-American, Hispanic, and poor students perform significantly worse on the civics test of

¹¹ Partnership for 21st Century Skills, “Are They Really Ready to Work?” (2006), http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf (accessed 27 Dec. 2011), p. 10.

¹² James Bellanca and Ron Brandt, *21st Century Skills: Rethinking How Students Learn* (Bloomington: Solution Tree, 2010), xviii.

¹³ James Bellanca and Ron Brandt, *21st Century Skills: Rethinking How Students Learn* (Bloomington: Solution Tree, 2010), 33-34.

the National Assessment of Educational Progress (NAEP) than white, Asian, and middle class students. Similar disparities appear in American ninth graders' scores on a recent international test of civic knowledge and skills.

People who earn over \$75,000 annually are twice as likely to vote and are politically active at up to six times the rate of people who earn under \$15,000, whether measured by working for a campaign, serving on the board of an organization, or even such relatively low-cost actions as participating in protests or contacting officials.¹⁴

With the significant implications of this civic competency gap—most notably the loss of voice in the democratic process—the Founding Group at Ingenuity Prep has identified civic education as a critical need of its target population.

Addressing the Need

Ingenuity Prep’s program was designed to meet the demonstrated need in traditional core content areas, 21st century skills and knowledge, and civic engagement and leadership capacity. To begin, the school has created a curricular framework that defines and delineates traditional core content and 21st century content. This document will provide a foundation for decisions on curriculum development, thematic focuses, and allocation of instructional time.

Ingenuity Prep Curricular Framework¹⁵
<i>Traditional Core Content Emphases</i>
<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Listening & Speaking • Math • Social Studies & History • Science
<i>21st Century Content Emphases</i>
<ul style="list-style-type: none"> • Civic Leadership • Information, Media, and Technology Literacy • Financial Literacy • Global Awareness, Foreign Language Proficiency, & Cultural Competency
<i>21st Century Thinking & Behavior Emphases</i>
<ul style="list-style-type: none"> • Critical-thinking and problem-solving • Communication and collaboration

¹⁴ Meira Levinson, *The Civic Achievement Gap* (2007), CIRCLE, <http://www.civicyouth.org/PopUps/WorkingPapers/WP51Levinson.pdf> (accessed Dec. 27 2011), p. 6.

¹⁵ A Partnership For 21st Century Skills, *Framework for 21st Century Learning*, http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf (accessed 26 Dec. 2011).

<ul style="list-style-type: none"> • Initiative and self-direction
<i>A Cross-Curricular Focus on Ingenuity</i>
<ul style="list-style-type: none"> • An exploration of the products of human creativity—including ideas, inventions, policies, and movements • An analysis of the processes behind this creativity, with a focus on how change is initiated • An evaluation of the implications of creativity and change—both good and bad—for individuals and communities • Cultivation of the capacity to reflect on our 21st century world, analyze the challenges we face, identify creative solutions to these challenges, and--ultimately--improve our quality of life and that of others in our local and global communities

This list below, elaborated on throughout the application, highlights the ways in which the school will—using the curricular framework above—meet the needs of its students:

- Extended-day (8-5 p.m.) and extended year (200 days +20 days for students below grade-level)
- Significant allocation of instructional time to traditional core content areas, including three hours per day of literacy instruction in K-5
- A culture of data-driven decision-making, both in and out of the classroom
- A culture of achievement and high expectations for academics and discipline
- Themes of ingenuity, financial, health, and environmental literacy infused across content areas
- Provision of a Civic Leadership class focused on social-emotional competency, team problem-solving, and service learning (with a limited, developmentally-appropriate delivery of this content in PreK as well)
- Provision of an Information, Media, & Technology Literacy class aimed at making students critical information age consumers and high-capacity users of technology (with a limited, developmentally-appropriate delivery of this content in PreK as well)
- Implementation of a dynamic staffing model:
 - Teams of five teachers will work with groups of 60 students per grade-level.
 - Within each team, four of five teachers will serve as content-specialists.
 - Teaching teams will loop with cohorts of students within three grade-level bands: PS-PK, K-2, 3-5.
- Utilization of a Blended Learning Model to Creatively Organize Classroom Instruction
 - In the literacy and math classrooms, teachers will harness high-quality online learning programs and digital content to provide adaptive delivery of instruction targeted at students' individual needs and respective zones of proximal development.
 - Through a rotational model, instruction will be delivered to small groups of students, with an approximate student-teacher ratio in these groups of 8:1 during the literacy and math blocks and 16:1 in all other content areas.

- Provision of an Empowering Student Learning Experience
 - At the beginning of each year, students will set individual learning goals within each content area.
 - Across the year, students will track progress against their goals, gathering evidence of and data points for that progress to include in a digital portfolio.
 - Upon meeting designated achievement benchmarks in their classrooms (outlined by teachers at the beginning of each term), students will earn the right to move to one or a combination of the following opportunities: peer coaching, individual research, and applied, collaborative projects.

Enrollment Rationale and Impact on Existing Community and Neighborhood Schools

The table below outlines the school’s enrollment projections through its first nine years of operation when it will reach full Preschool-8th grade enrollment.

	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22
PS	24	24	24	24	24	24	24	24	24
PreK4	24	24	24	24	24	24	24	24	24
Kinder	60	60	60	60	60	60	60	60	60
1st		60	60	60	60	60	60	60	60
2nd			60	60	60	60	60	60	60
3rd				60	60	60	60	60	60
4th					60	60	60	60	60
5th						60	60	60	60
6th							90	90	90
7th								90	90
8th									90
PS-5th Total	108	168	228	288	348	408	408	408	408
MS Total	0	0	0	0	0	0	90	180	270
Overall Total	108	168	228	288	348	408	498	588	678

This enrollment model is based on the following assumptions:

- There exists in the surrounding neighborhood adequate demand to enroll the school’s Preschool and Prekindergarten cohorts of 24, Kindergarten through 5th cohorts of 60, and 6th through 8th grade cohorts of 90.
- Each year, the school will face an attrition rate of 10% and will, in turn, fill the open seats in order to maintain the respective enrollment levels of each of the cohorts noted above.
- The school will enter with each rising 6th grade cohort an additional 30 students, with the additional students allowing for greater content offerings and teacher specialization.

IFF “service-gap” data provides compelling rationale for the first assumption above—the enrollment viability of each the school’s target neighborhoods. With the significant “service-gaps” for Clusters 9, 31, and 38 noted earlier in this section, the Founding Group is confident the demand for a quality seat would be such that the school would meet its enrollment targets. In each of these situations, the Founding Group believes it will likely draw for its initial class of students those from the following two categories—students currently attending their neighborhood school and those currently living in the neighborhood but attending school elsewhere. While the Founding Group recognizes location of its school within any of its target neighborhoods may indeed draw students for that neighborhood’s schools, the following data from the IFF report¹⁶ suggests the direct impact on the enrollment of neighborhood schools might not be as significant as expected:

Cluster ¹⁷	% of Students Attending School Within the Cluster	% of Students Attending School in an Adjacent Cluster	% of Students Attending Further Than an Adjacent Cluster
31	52%	16%	32%
38	18%	39%	43%

Thus, with so many students already leaving these neighborhoods to attend school elsewhere, the establishment of a new, quality option in the neighborhood may in fact lead to higher retention of those students within their neighborhood of their residence.

In considering the Ward 6 (Cluster 9) area around Amidon-Bowen Elementary School as a target neighborhood, the Founding Group has identified two rationales. First, in late-2010, DCPS conducted a feasibility study to determine whether to re-open the currently closed Van Ness Elementary School, located in Near Southeast, seven tenths of a mile from Amidon-Bowen. The study noted that by 2015, the population in the half-mile surrounding Amidon-Bowen is expected to grow by 34% with the population within a half-mile of Van Ness Elementary School expected to grow by 58% in 2015 and by 80% by 2020. Currently, within a half-mile of Van Ness, there are approximately 350 children ages 0-9 years old, with that population expected to rise to 630 by 2020.

¹⁶ IFF, pages 55 and 63

¹⁷ This data was unavailable for Cluster 9.

Second, in the Southwest neighborhoods of Ward 6, families of post-prekindergarten age students currently have no high-performing schools within 1.5 miles. For a family living in the Buzzard Point neighborhood of Southwest, the closest high-performing option, Brent Elementary School, is 1.6 miles away—over a 30-minute walk. Moreover, extensive waiting lists at Brent make potential enrollment unlikely. Given this, the Founding Group will continue to evaluate the Southwest neighborhood of Ward 6 for its viability as a site location.

A. EDUCATION PLAN

1. MISSION AND PURPOSES OF THE PROPOSED PUBLIC CHARTER SCHOOL

b. MISSION AND PHILOSOPHY

Mission

With a rigorous college preparatory curriculum, including a major focus on the development of 21st century skills and knowledge, Ingenuity Prep Public Charter School prepares Washington DC area youth to be STRONG—*Self-aware, Tough, Respectful, Open-minded, Noble, and Grateful*—civic leaders who strive to positively impact their local and global communities

Mission-Aligned Core Values

With the goal of reframing the concept of “strength” around several key characteristics of effective contemporary civic leadership, the school has identified six core values that represent the acronym STRONG. These values—to be promoted across school culture as “Ingenuity STRONG”—are as follows:

- *Self-aware*: Through regular reflection, we strive to know ourselves, our values, and our goals.
- *Tough*: When things get difficult, we work hard and persevere. We see error, failure, and critical feedback not as a permanent setback but rather as an opportunity to learn and grow. We show self-control of our words and actions, even when we’re frustrated or upset.
- *Respectful*: We communicate and collaborate with others with humility, empathy, and compassion.
- *Open to new ideas*: We recognize we don’t have all of the answers and are willing to listen to others and think outside the box. We strive to be creative and innovative.
- *Noble*: With honesty, integrity, and a willingness to admit our mistakes, we strive to demonstrate great character.
- *Grateful*: We recognize, appreciate, and celebrate our own good deeds and those of others. We show gratitude for what we have by serving the various communities of which we’re a part.

Philosophy

Our Beliefs about What Students Should Learn

- The school's curriculum should explicitly arise from the evolving set of skills and knowledge students need to meet the college and career challenges of the 21st century.
- The school's curriculum and instruction should prepare students to identify, advocate for, and act on the issues most impacting their local and global communities.
- All students are capable of making significant academic progress; adults expectations of students should reflect this great potential.

Our Beliefs about How Students Should Learn

- Students learn best when their individual learning needs--including pace, style, and incoming skill level--can be explicitly and strategically addressed.
- Students learn best when they 1) have clear goals, 2) are invested in those goals, 3) are challenged and encouraged as they strive to meet those goals, and 4) are able to track their progress towards the achievement of those goals.
- Students learn best through an instructional pedagogy based not on ideology but on 1) the nature of the content being delivered, 2) the student's academic needs and learning profile, and 3) the ultimate efficiency and effectiveness of the approach in producing the desired outcome. We will utilize pedagogical approaches similar to those schools achieving the greatest outcomes with students who have learning profiles similar to our own.

Our Beliefs about Adult-Student Interactions

- Students learn best in a positive, encouraging environment where there are high expectations for student behavior and procedural efficiency.
- Students learn best when adults are clear, firm leaders and when they ensure their communication with students is characterized by humility and a commitment to the promotion of students' dignity.
- Students learn best when adults are consistent in their responses to student actions and when they strive to meet each student's individual socio-emotional needs.

Our Beliefs about Organizational Excellence

- Students and families should remain at the center of all organizational decision-making.
- Data--in all its forms--should be a critical driver in organizational decision-making.
- Our actions should be consistently backwards-mapped from clear, measurable visions and goals.
- When possible, we should borrow best-practice from district and charter schools and for-profit and not-for-profit organizations that have proven track records of success. Upon looking externally and finding inadequate solutions for our organizational questions and challenges, we should innovate and create our own solutions.
- We should maintain equal commitments to excellence in outcomes and integrity in process.

A. EDUCATION PLAN

1. MISSION AND PURPOSES OF THE PROPOSED PUBLIC CHARTER SCHOOL

c. EDUCATIONAL FOCUS

Outlined in this section is Ingenuity Prep’s educational focus for both the content and delivery of its academic program. In crafting this vision, the Founding Group followed the three-step process below:

1. With an eye to 21st century college and career readiness, determine the learning needs of our target population (outlined in Section A.1.a Educational Needs of the Target Population)
2. Identify where other school models are successfully meeting this need and utilize their best practice¹⁸
3. Where necessary, to best meet our 21st century goals with our unique target population, build on, refine, and evolve our own practice

Our Content Focus: What Students are Learning

Traditional Core Content: Ingenuity Prep will offer a strong academic program focused on ensuring that students demonstrate mastery of traditional core academic content—particularly in literacy and math. In these areas, the school has sought to borrow heavily from the best practice of high-performing charter networks such as KIPP, Uncommon Schools, and Achievement First. Through conversation and collaboration with teachers and leaders from these networks, the Founding Group has identified key practices to be implemented in its own model. A particular emphasis has been placed on developing strong programs in literacy and math with students in K-5 engaging in three hours of daily instruction in literacy and 90 minutes of daily instruction in math (comparable to what is found in the aforementioned charter networks). Additionally, the Founding Group has sought to utilize many of the same literacy and math curricular resources as those used by Uncommon Schools’ North Star Academies of Newark, New Jersey. Further elaboration on the school’s core content curriculum can be found in A.2 Charter School Curriculum.

21st Century Content: Beyond ensuring mastery of traditional core content, Ingenuity Prep is committed to promoting the development of the 21st century content outlined in the Ingenuity Prep Curricular Framework (referenced in Section A.1.a Educational Needs of the Target Student Population). Ingenuity Prep will take a two-pronged approach to ensuring this content is addressed. First, the school will seek to infuse 21st century content into the curriculum and instruction in the traditional core academic areas with, for example, information and media literacy standards integrated into students’ research work in the literacy classroom and financial literacy standards integrated into students work in the math classroom. Additionally, 21st century content will be the primary and explicit focus of several classes students will take throughout their time at the school. For example, twice a week, students will take Information, Media, & Technology Literacy, a class that—in addition to cultivating students’ ability to apply technology as a tool—prepares students to be savvy consumers and analysts of contemporary media, social networks,

¹⁸ In these efforts, the Founding Group has leaned heavily on conversation and collaboration with colleagues, friends, and contacts (including teachers and leaders) at several high-performing, well-respected charter school networks such as KIPP, Uncommon Schools, and Achievement First.

and online information sources. Again, further elaboration on this curriculum can be found in A.2 Charter School Curriculum.

A Civic Leadership Focus: The Founding Group of Ingenuity Prep aspires to have its graduates possess more than mastery of traditional core content, more even than mastery of the broader range of 21st century content. Mastery of these skills absent a foundation of core values and a sense of civic purpose is insufficient. The news is testament to the travails of smart, successful men and women whose moral missteps and selfish indulgences have laid ruin to the lives of others.

The Founding Group of Ingenuity Prep believes civic education, civic values, and civic leadership will provide its graduates a sense of purpose in applying their core and 21st century skills. Such purpose, particularly here in our nation’s capital, particularly in these times of social, economic, and political discontent, will—in the aspirations of the school’s Founding Group—produce graduates with both the capacity and commitment to positively impact the issues facing their local, national, and global communities.

As outlined in Section A1a, the need for quality civic education is great, with the civic education gap noteworthy. Yet, the research suggests the investment in civic education is well worth it. According to a recent report from the Campaign for the Civic Mission of Schools, students who receive effective civics education are:

- More likely to vote and discuss politics at home
- More likely to volunteer and work on community issues
- More confident in their ability to speak publicly and communicate with their elected representatives
- More likely to score higher on assessments and demonstrate high levels of 21st century skills such as critical thinking, news comprehension, and work ethic¹⁹

With this in mind, the school will provide the foundation for its cultivation of civic leadership in strategically and comprehensively promoting its STRONG core values, outlined in Section A.1.b Mission and Philosophy. These values will be displayed, discussed, reflected on, and—when exemplified by students—explicitly and systematically recognized. On a daily basis, students will reflect and receive feedback on their behavior and actions as they relate to these core values. This information will be tracked in a systematic way and regularly shared with parents. Class community meetings to begin and close each day will provide opportunities for students to reflect on their own behavior as it relates to these values, “shout-out” their peers, and voluntarily share their missteps. Additionally, at each Friday community meeting, students from each grade-level will be recognized for exemplary demonstration of the core values. Further elaboration on these systems and rituals can be found in A.4.c School Organization and Culture.

¹⁹ Campaign for the Civic Missions of Schools, *Guardian of Democracy: The Civic Mission of Schools Report* (2003), <http://civicmissionofschools.org/site/documents/ViewGuardianofDemocracy/view>, p. 6.

In addition to the purposeful and comprehensive promotion of these values, Ingenuity Prep will follow best practice as reported by Campaign for the Civic Mission of Schools²⁰ in cultivating students' civic leadership in the following ways:

1. *Classroom Instruction*: In addition to cultivating students' civics knowledge in their social studies and civic leadership classes, this content will be infused into other curricula as well, with students, for example, reading relevant historical fiction and non-fiction during literacy time or creating murals highlighting social movements during their extracurricular art class.
2. *Discussion of Current Events and Key Social Issues*: Again, while students' social studies and civic leadership classes will provide opportune times to discuss current events and key social issues, these conversations will occur--in developmentally appropriate ways--across other parts of students experiences at the school. Twice-daily community meetings provide ideal times to connect students' reflections on the school's STRONG core values to current events. A teacher might, for example, use the core value of being "open to new ideas" as a means to encourage students to weigh the merit in both sides of a given civic issue.
3. *Service-Learning & Extracurricular Activities*: Students will be provided regular opportunities to engage in developmentally-appropriate service learning. Students in PreK might engage in a collective effort to distribute recycling bins across the school. 1st graders might organize a book-drive to support a local homeless shelter. Older students might engage in virtual math tutoring opportunities after-school.
4. *School Governance*: Students will be provided developmentally-appropriate opportunities to engage formally in leadership roles and structures. This will begin within the classroom with class jobs, small-group roles, and class representatives and extend beyond the classroom to schoolwide structures such as student council.
5. *Simulations of Democratic Processes*: The school will provide regular opportunities for students to participate in simulated democratic processes including voting in real and mock elections for representatives and "ballot measures."

In Ingenuity Prep's Civic Leadership program, a particular emphasis will be placed on service learning, with students both serving within and learning from their community. At the heart of this service learning program will be a focus on reciprocity. In this work, students will learn to clearly distinguish community service from service learning, evaluating the benefits and limitations of each of these ways of engaging and ultimately coming to the understanding that they have both something to give and something to learn from all acts of civic leadership. The school will seek to develop external partnerships that provide these opportunities for reciprocal learning. Such partnerships will allow students to practice outside of the school the skills developed within the classroom, providing for a rich, robust learning experience.²¹

²⁰ Campaign for the Civic Missions of Schools, *Guardian of Democracy: The Civic Mission of Schools Report* (2003), <http://civicmissionofschools.org/site/documents/ViewGuardianofDemocracy/view>, p. 6-7.

²¹ Besirevic, Zina. (2012, January). *Developing Ethical and Civic Minded Youth in Post-Conflict and/or Divided Societies*. Presentation at The 9th Annual Community Leaders' Breakfast at Saint Mark's School, San Rafael, CA.

In addition to external service-learning experiences, students will be provided opportunities to serve within the school community. Through their Civic Leadership class, students will engage in discussions to identify needs of the school community and design plans to address those needs. Some examples of in-school service learning for younger students might include the following:

- starting a recycling campaign; using posters and/or skits to educate the school about what can and cannot be recycled
- creating artwork for a school beautification project
- serving as Admissions Ambassadors to potential students and families in the community.

Examples of in-school service learning for older students might include the following:

- partnering with younger students as Reading Buddies
- creating a "welcome packet" for incoming students and their families
- coaching and/or teaching sportsmanship to younger students during P.E.

Our Delivery Focus: How Students are Learning

A Staffing Model That Provides for Small-Group Learning. At Ingenuity Prep, a key aspect of how students learn involves the school's staffing model. With the goal of providing purposeful small-group instruction, the school has increased class size beyond traditional levels. In doing so, the additional per pupil revenue gained allows the school to hire additional staff. With this approach, in grades K-5, the school will staff five highly-qualified teachers for each grade-level cohort of 60 students. On each grade-level team, four of five teachers will serve as content specialists with the fifth teaching multiple contents. This specialization will provide the opportunity to develop a depth of curricular and content-specific instructional expertise not possible with the traditional primary school staffing model where one teacher teaches multiple subjects. Thus, with teams of five content-specialized teachers working to support grade-level cohorts of 60 students, the school is positioned to facilitate a small-group rotational instructional model. This model, which seeks to leverage the instructional capacity of technology, is outlined below.

A Data-Driven, Blended-Learning Instructional Model. In his groundbreaking book, Harvard Business School professor Clayton M. Christensen speaks to the need for a new instructional model:

*[The] current educational system--the way it trains teachers, the way it groups students, the way the curriculum is designed, and the way school buildings are laid out--is designed for standardization. If the United States is serious about leaving no child left behind, it cannot teach its students with standardized methods. Today's system was designed at a time when standardization was seen as a virtue. It is an intricately interdependent system. Only an administrator suffering from virulent masochism would attempt to teach each student in the way his or her brain is wired to learn within this monolithic batch system. Schools need a new system...we must find a way to move toward what...we call a 'student-centric' model."*²²

²² Clayton Christensen, Michael B. Horn, and Curtis W. Johnson, *Disrupting Class* (Columbus: McGraw-Hill, 2008), 38.

With this in mind, the founders of Ingenuity Prep have organized an instructional model that maximizes opportunities to meet students' individual learning needs. Informed by the *Blended Learning Methodology*, the school will implement a rotational small-group model wherein highly-qualified, content-area specialized teachers facilitate instruction as students within the classroom rotate across interactions with teachers, small-groups of peers, and online learning platforms. *Blended Learning*—which proposes a mix of traditional, teacher-facilitated instruction and student learning through online programs and digital content—has been termed by Christensen as a *disruptive innovation*, one with the power to transform the way schools meet individual students' needs through its leveraging of individualized, online learning experiences. A May 2011 report from the Innosight Institute speaks to the power of this evolving area of technology to reshape instruction in ways prior innovations in technology have not:

Will the rise of online learning into brick-and-mortar schools be different from the appearance of previous education technologies? Calculators, overhead projectors, electronic whiteboards, and online textbooks all enhanced the classroom as add-ons, but they sustained rather than transformed the conventional structure. Even the aggressive deployment of computers in schools has not transformed classrooms. Schools spent over \$60 billion equipping students with computers in the past two decades, but the basic classroom design has not changed...In contrast, as countless people have noted, online learning has the potential to be a disruptive force that will transform the factory-like, monolithic structure that has dominated America's schools into a new model that is student-centric, highly personalized for each learner, and more productive.²³

Like the authors of the Innosight report, the founders of Ingenuity Prep are excited about the potential to leverage this evolving technology. To be clear though, and in contrast with some educational models such as virtual schools, the founders of Ingenuity Prep do not see online learning platforms supplanting the role of the teacher in classrooms. Rather, in the Ingenuity Prep rotational blended-learning model, online platforms will provide one of a range of learning experiences students will have. See the table below for an example of how four small groups of students in a 1st grade class might rotate across various learning experiences over a three-hour literacy block.

²³ Heather Staker, *The Rise of K-12 Blended Learning: Profiles of emerging models* (2011), Innosight Institute, <http://www.mivu.org/LinkClick.aspx?fileticket=JBKVdwOpd4Q=&tabid=373> (accessed 28 Dec. 2011), p. 3.

	Teacher-Facilitated Guided Reading Lesson	Teacher-Facilitated Decoding/Fluency Practice	Teacher-Facilitated Writing Lesson, Student Practice	Individualized Phonics Practice Using Online Program ²⁴
8:30-9:15 a.m.	Group 1	Group 2	Group 3	Group 4
9:15-10:00 a.m.	Group 2	Group 1	Group 4	Group 3
10:00-10:45 a.m.	Group 3	Group 4	Group 1	Group 2
10:45-11:30 a.m.	Group 4	Group 3	Group 2	Group 1

Through providing content-specialized teachers and leveraging high-quality online learning programs, over the course of this three-hour literacy block, students consistently work in small groups. Moreover, in using a range of diagnostic and formative assessment data to inform the grouping, and given the built-in adaptive nature of the online platforms, students' learning experiences across this three-hour block can be specifically tailored to meet their individual needs. At no point will teachers be put in a position of having to meet the needs of 30 students at once. At no point will students spend time practicing a skill without the opportunity to receive feedback. And, because of the low student-teacher ratio and tracking systems built into the online platforms, at *all* points will quality data be gathered on student learning.

In establishing their blended learning model, the Founding Group has formalized a consulting relationship with Education Elements and its president, Anthony Kim. Mr. Kim and his organization are currently among the leading national experts on blended learning and, through this consulting relationship, the founders will continue to refine their model, identify the most effective online learning platforms, and gather best practices from other schools with similar models such as Acton Academy in Austin, Texas, Mission Dolores Academy in San Francisco, California, and KIPP Empower in Los Angeles, California.²⁵ In particular, the Founding Group is studying KIPP Empower as it serves as one of the first and most successful rotational, blended-learning models at the elementary level. In the 2010-11 school year, 9% of kindergartners began the year kindergarten-ready and, by the end of the year, over 95% scored at or above the national average in math and reading.²⁶ The Founding Group is confident that through leveraging highly-effective, content-

²⁴ The range of online programs currently being evaluated for potential use are further outlined in Section A.2.b Resources and Instructional Materials. This evaluation of programs is occurring through the school's consultation with Mr. Kim of Education Elements.

²⁵ Heather Staker, *The rise of K-12 blended learning: Profiles of emerging models (2011)*, Innosight Institute, http://www.innosightinstitute.org/blended_learning_models/ (accessed 28 Dec. 2011).

²⁶ Jill Barshay, "Kindergartners Blend E-Learning, Face-to-Face Instruction," *Education Week*, 26 Oct. 2011, http://www.edweek.org/ew/articles/2011/10/26/09blended_ep.h31.html?tkn=LNMFRdFSDy8ZaOc3UspbkDMnh6GCyt49JO%2Bm&cmp=clp-edweek&CFID=40029749&CFTOKEN=97363582 (accessed 28 Dec. 2011).

specialized teachers, highly-effective online learning platforms, low student-teacher ratios, and purposeful use of data, it can reach similar achievement levels.

An Empowering Student Learning Experience. Throughout this small-group, blended-learning model, students will engage in an empowering educational process. First, at the beginning of each year, students will set individual learning goals within each content area. Across the year, students will track progress against their goals, gathering evidence of and data points for that progress to include in a portfolio (discussed further in Section A.3.a Gateway Measures). Across each day, week, and term, as students demonstrate mastery of designated content, they will earn the right to move to one or a combination of the following opportunities: peer coaching, individual research, and applied collaborative projects. In a math classroom, for example, a student demonstrating deep mastery of the given objective for the day might earn the opportunity to become a peer coach. In a literacy classroom, a student who has met her designated achievement benchmarks in her online learning program might earn the opportunity to research with a peer a topic connected to the thematic focus of the class for that term. With this approach, over time, student initiative, independence, and agency will be promoted as students become active drivers of—rather than simply participants in—their learning.

An Extended Day & Extended Year. Combined, the two statements below from a 2011 Wallace Foundation Report²⁷ provide compelling rationale for Ingenuity Prep’s extended day and extended year programming.

*[T]he traditional school calendar has remained unchanged since well before the publication of *A Nation at Risk* almost 30 years ago, despite growing evidence that it is insufficient to meet the needs of many poor kids.*

A large body of research suggests that a significant part of the achievement gap occurs because poor children lose more learning over the summer than their wealthier counterparts, and that this loss accumulates over time.

As it seeks to ensure mastery of both traditional core skills and 21st century skills, Ingenuity Prep will implement its rotational, blended-learning model over an extended school day and extended school year. With extended day classes lasting from 8:00 a.m.-5:00 p.m. and after-school offerings continuing until 6:00 p.m., Ingenuity Prep will seek to heed the increasingly compelling research-base which suggests that extended-learning time is a key driver in increasing achievement levels and closing the achievement gap.²⁸ In leveraging its increased daily instructional time, students at Ingenuity Prep will engage in a minimum of three hours per day of literacy instruction and 90 minutes per day of math instruction. Students performing below-grade-level will receive additional

²⁷ The Wallace Foundation, *Reimagining the School Day: More Time for Learning* (2011), <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Reimagining-the-School-Day-More-Time-for-Learning.pdf> (accessed 28 Dec. 2011), p. 7.

²⁸ Regional Educational Laboratory Northeast and Islands, “Extended Learning Time”, *Reference Desk Digest*, 30 Apr. 2010, <http://www.renei.org/referencedesk.2010-04-30.php> (accessed 28 Dec. 2011).

instructional support/practice in these core content areas during the Academic Enrichment/Intervention block.

This increased daily instructional time will occur over an extended school year that will begin in early August and continue through the end of June. Additionally, a three-week July Opportunity Camp will provide, among other things, core content academic intervention for those students performing below grade-level. An outline of the school's extended-day and extended-year schedules can be found in Section A.4.g Structure of the School Day and Year.

A. EDUCATION PLAN

1. MISSION AND PURPOSES OF THE PROPOSED PUBLIC CHARTER SCHOOL

d. GOALS

The school will be driven by the following goals for student learning and organizational effectiveness. For each goal, the school will 1) establish measurement metrics and performance benchmarks, 2) determine who (students, staff, leadership and board) shares primary ownership for the goal, and 3) track progress towards the achievement of the goal, reflecting on that progress and its implications at regular ongoing intervals

Goal 1: Students Will Demonstrate On-Track College & Career Readiness in Core Contents

- *Students will demonstrate on/above grade-level **reading** skills as they:*
 - decode and comprehend a broad range of high-quality, increasingly challenging literary and informational texts.
- *Students will demonstrate on/above grade-level **writing** skills as they:*
 - with appropriate use of the conventions of standard English, offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events.
- *Students will demonstrate on/above grade-level **speaking and listening** skills as they:*
 - with appropriate use of the conventions of standard English, both effectively convey their own ideas and critically listen for and evaluate the shared ideas of others.
- *Students will demonstrate on/above grade-level **math** skills, knowledge, and practice as they:*
 - show proficiency in conceptual understanding and operational procedures, basic fact mastery and critical problem-solving.
- *Students will demonstrate on/above grade-level **social studies and civics** content-knowledge and thinking skills as they:*
 - study significant historical ideas, critically evaluate multiple sources and perspectives, and connect what they are learning to their prior knowledge and the current issues facing our diverse nation and increasingly interdependent world.
- *Students will demonstrate on/above grade-level **science** content-knowledge and skills as they:*
 - find or determine answers to questions derived from everyday experiences; describe, explain, and predict natural phenomena; understand and engage in scientific discourse; pose explanations based on evidence derived from one's own

work; identify scientific issues underlying national and local decisions; and propose solutions that take into account both scientific evidence and social issues.

Goal 2: Students Will Demonstrate On-Track College & Career Readiness in 21st Century Content

- *Students will demonstrate proficiency in **information, media, and technology literacy** as they:*
 - appropriately access, evaluate, use, and manage a wide range of information from a wide range of sources; critically analyze media messaging and create their own media products; and effectively apply technology as a tool.
- *Students will demonstrate **cultural competency** as evidenced by:*
 - knowledge of social, cultural, and political facets of nations and communities outside their own; knowledge of pertinent global issues; and competency in communicating and collaborating across a diverse range of cultures and social groups.
- *Students will demonstrate **financial, economic, business, and entrepreneurial literacy** as evidenced by:*
 - knowledge of personal financial structures and systems and competency in navigating and managing these structures and systems; knowledge of the role of major institutions impacting the larger economy; and demonstration of creativity and initiative in analyzing problems and identifying solutions.

Goal 3: School Leadership & Staff Will Promote Efficient & Effective Organizational Operations

- The school's Board of Trustees will provide active and effective leadership in its guidance of the school and its leadership.
- The school will recruit and retain an experienced, enthusiastic, highly-effective, diverse staff.
- The school will seek to maximize instructional time through minimizing tardies, absences, and out-of-school suspensions.
- The school will promote high levels of student/family retention.
- School staff will receive high customer satisfaction ratings from their respective constituencies--including students, families, and staff.
- School operations will leverage technology to provide for highly-efficient and highly-effective service and productivity.
- The school will consistently meet federal, state, and charter board compliance expectations.
- The school will demonstrate financial stability, sustainability and be fully compliant through implementation of transparent financial practices.
- The school will promote a safe, positive school culture.

A. EDUCATION PLAN

2. CHARTER SCHOOL CURRICULUM

a. STUDENT LEARNING STANDARDS

Preschool & Prekindergarten Standards

After evaluating a range of standards frameworks, Ingenuity Prep has decided to adopt standards from the National Association for the Education of Young Children (NAEYC) and the New York State Prekindergarten Foundation for the Common Core as the basis for its Preschool and Prekindergarten program. The NAEYC standards were updated in 2006 to ensure alignment with evidence-based early childhood best practice and cover a range of domains including relationships, curriculum, teaching, assessment of child progress, health, teaching qualifications, family involvement, community relationships, physical environment, and leadership and management. These standards provide a broad programmatic vision for the school's early childhood program. The New York State Prekindergarten Foundation for the Common Core was selected by the Founding Group as it provides a leading vision for academic skill sets and social-emotional competencies that best align to the school's mission, goals, and corresponding K-8 standards frameworks.

K-8 Literacy Standards

Ingenuity Prep will adopt as the foundation for its literacy curriculum the Common Core State Standards for English Language Arts. Backwards-mapped from key college and career readiness expectations, these standards provide a roadmap for cultivating an ambitious range of literacy skills. In providing for independent, critical-thinking readers and writers who can access a wide-range of content knowledge and adapt their communication skills for a diverse 21st century workplace, the vision put forth by the Common Core Standards is well-aligned to Ingenuity Prep's overarching literacy goals.

K-8 Math Standards

Ingenuity Prep will adopt the Common Core Standards for Mathematical Practice and the Common Core Standards for Mathematical Content. These standards, introduced in 2011 and adopted by a large majority of states across the nation, will provide the framework for the rigorous college preparatory math curriculum the teachers and instructional leaders at Ingenuity Prep will develop. The vision of the Common Core standards is well-aligned with the mission and overarching math goal for the school as it outlines a framework for cultivating strong early number sense, a balance between conceptual and procedural math, and algebra readiness by 8th grade.

K-8 Science Standards

Ingenuity Prep will utilize the DC Science Standards for Kindergarten-8th grade, supplemented by the American Association for the Advancement of Science (AAAS) Project 2061 Benchmarks for Scientific Literacy²⁹ and the Common Core Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects. The DC standards were chosen as the baseline because they break the content into a logical, age-appropriate sequence. The school will add appropriate AAAS Benchmarks to emphasize broader themes in science, scientific problem solving, and the skills necessary for scientific literacy. Additionally, in developing the science curriculum, relevant Common Core Standards will be utilized to cultivate cross-curricular literacy and provide continuity across subject areas. Together, this should result in a set of standards focused on content knowledge and the broader set of skills needed for 21st century scientific literacy, providing the school a strong foundation as it strives to achieve its mission-aligned overarching science goal. The school is also awaiting the late 2012 release of the Next Generation Science Standards from the National Science Teachers Association.³⁰ Upon the release of this document, the school will evaluate their appropriateness in serving as the foundation of the school's science curriculum.

K- 8 Social Studies Standards

Ingenuity Prep will utilize both the DC Social Studies Learning Standards for PreK-8th Grade and the National Curriculum Standards for Social Studies. The former outlines specific social studies and civics content at each grade-level while the latter provides an overall frame for curriculum design and broad student learning expectations. Below, the National Council for the Social Studies (NCSS) outlines the aim of the National Curriculum Standards:

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, the NCSS emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world...Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.³¹

²⁹ American Association for the Advancement of Science, "Benchmarks Online ~ Project 2061 ~ AAAS," *Benchmarks Online*, <http://www.project2061.org/publications/bsl/online/index.php?txtRef=&txtURIId=%2Ftools%2Fbenchol%2Fbolframe.html> (accessed 29 Dec. 2011).

³⁰ Next Generation Science Standards, "Next Generation Science Standards," <http://www.nextgenscience.org/> (accessed 29 Dec. 2011).

³¹ National Council for the Social Studies, "National Curriculum Standards for Social Studies: Executive Summary," <http://www.ncss.org/standards/execsummary> (accessed 29 Dec. 2011).

This aim is tightly aligned with the mission and overarching social studies and civics goals for the school. The emphasis on civic competence in these standards well-complements the school’s civic leadership program, for which the standards development process is outlined below.

K- 8 Civic Leadership Standards

In identifying the vision for the Civic Leadership class at Ingenuity Prep and finding no existing standards frameworks that adequately addressed that vision, the school has decided to create its own standards in consultation with Sara Schonwald, former Director of Service Learning at The Urban School of San Francisco, and founder of Listen to Lead Consulting. While full development of the Civic Leadership standards across grade-levels will occur during the founding year, the school has identified three pillars—with corresponding enduring understandings, essential questions, and overarching standards—around which these grade-level standards will be built.

<i>Civic Leadership Pillar 1: Social-Emotional Literacy³²</i>	<i>Civic Leadership Pillar 2: Collaborative Problem-Solving</i>	<i>Civic Leadership Pillar 3: Service Learning</i>
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> -Emotions influence how we interact. -Many emotions occur in a very short time period. -Past experiences influence how we handle emotions. -We all have “rules” about emotions. -There are better and worse strategies for regulating emotions. 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> -There are many ways to define and solve a problem. -My perspective is only one perspective. -When we work well as a team, we can accomplish things that we can’t accomplish by ourselves. -Conflict is an inevitable and important part of working together; I can help turn obstacles into positive learning opportunities for my team and myself. 	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> -I have something to give to and something to learn from everyone around me. -It is my responsibility to think about and act for the betterment of my community and myself. -There are many ways to be a civic leader.
<p><i>Essential Questions</i></p> <p>How do my experiences influence how I feel and act in certain situations?</p>	<p><i>Essential Questions</i></p> <p>-What are the short-term and long-term effects of this problem and solution for me and for others?</p>	<p><i>Essential Questions</i></p> <p>-In what ways can I both serve and learn in this project?</p>
<p><i>Overarching Standards</i></p> <ul style="list-style-type: none"> -Recognize, label, understand, express, and regulate one’s feelings³³ -Be curious about and show empathy for how others think and feel 	<p><i>Overarching Standards</i></p> <ul style="list-style-type: none"> -Recognize one’s own strengths and limitations; recognize and focus on others’ strengths³⁴ -Recognize the limits of one’s own 	<p><i>Overarching Standards</i></p> <ul style="list-style-type: none"> -Explore and employ many different ways to be a civic leader -Define, identify, and explain the purpose of reciprocal service learning

³² Mark Brackett, presentation for “How 5 Key Emotion Skills Can Create a More Compassionate and Caring World,” Facebook’s Compassion Research Day, Palo Alto, CA, Dec. 2011.

³³ *Ibid*

³⁴ T. Yu, “The evolution of DCA,” *One Day: Teach for America Alumni Magazine ed. XIII*, fall 2011, 35-38.

<p>-Reflect on the intent and impact of one's own and others' actions</p>	<p>perspective; seek out and listen actively to others' perspectives</p> <ul style="list-style-type: none"> -Identify and employ strategies to prevent, work through, and resolve conflict -Give and receive specific and meaningful positive and constructive feedback -Identify multiple ways to frame and solve a problem -Identify the short-term and long-term possible effects of a strategy for oneself and others³⁵ -Reflect on the successes and challenges of a particular process -Identify one's preferred working styles 	<p>-Reflect on one's own and others' service and learning in the service learning projects</p>
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Throughout the Civic Leadership class and across students' experiences at the school, these three Civic Leadership pillars will be connected with the school's STRONG core values. Students' discussions in classroom community meetings on how to be "self-aware" will inform and be informed by their work in the social-emotional literacy pillar of the Civic Leadership class. Their "respectful" group work in the math classrooms will connect closely with the collaborative problem-solving pillar. Rather than living only within the Civic Leadership class, these standards will be intricately woven across a range of students' experiences across and beyond the school day.

K-8 Information, Media, & Technology Literacy Standards

Ingenuity Prep will utilize several standards frameworks to guide the development of its Information, Media, and Technology Literacy class. The primary framework informing the development of the curriculum will be the Massachusetts Technology Literacy Standards and Expectations.³⁶ In reviewing a range of state technology standards from across the nation, the Founding Group found the Massachusetts standards to provide the strongest overall frame as well as the greatest specificity at each respective grade-level. Additionally, the Founding Group found the Massachusetts standards--which were updated in 2008--to have a particularly strong focus on the cultivation of 21st century skills as outlined by the Partnership for 21st Century Skills.³⁷ In addition to the Massachusetts standards, the teachers and instructional leaders at Ingenuity Prep will utilize the American Association of School Librarians *Information Literacy Standards for*

³⁵ Nicole A. Elbertson, Marc A. Brackett, and Roger P. Weissberg, "School-based social and emotional learning (SEL) Programming: Current Perspectives," *The second international handbook of educational change* 23, 1017-1032.

³⁶ Massachusetts Department of Elementary and Secondary Education, *Massachusetts Technology Literacy Standards and Expectations* (2008), <http://www.doe.mass.edu/edtech/standards/itstand.pdf> (accessed Dec. 29 2011).

³⁷ Partnership for 21st Century Skills, "Information, Media and Technology Skills," <http://www.p21.org/overview/skills-framework/61> (accessed Dec. 29 2011).

*Student Learning*³⁸ and, in informing the media literacy curriculum development, the National Association for Media Literacy Education's *Guidelines for Analyzing Media Messages*.³⁹

A. EDUCATION PLAN

2. CHARTER SCHOOL CURRICULUM

b. RESOURCES AND INSTRUCTIONAL MATERIALS

Overarching Principles for Curriculum Development and Resource Utilization

The school's academic goals, unpacked in the language of their respective standards, will drive the development of the curriculum at Ingenuity Prep. In framing its approach to this curriculum development, the school has carefully and purposefully differentiated between the terms *curriculum* and *resource*. At Ingenuity Prep, *curriculum* is what gets planned, instructed, engaged in, and assessed. It is a broad overarching term that reflects the complex patchwork of what students are learning. *Resources*, whether commercially developed or internally-created, serve to inform our curriculum. As explained further below, we will use a resource only inasmuch as it appropriately aligns with the other components of our curriculum.

With the language of the school's academic goals and standards insufficient by themselves in providing a crystal clear vision of mastery, the school will identify summative and formative assessments that provide this vision. These assessments—rigorous and aligned to the school's goals and standards—may include national standardized assessments such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), benchmark assessments such as the University of Chicago's STEP Literacy Assessment, and interim assessments such as those developed by The Achievement Network. Where external assessments are insufficiently rigorous or inadequately aligned to the school's goals and standards, the school will create its own assessments.

With rigorous and aligned visions of assessed mastery, the school's instructional leadership team will engage in an extensive review process to identify existing resources aligned to those visions of mastery. These resources might be commercial resources or shared resources developed by other high performing schools. Where necessary, the school may adopt but modify these resources in order to ensure adequate rigor and alignment of instructional materials, curricular scopes and sequences, and lesson plans. Where existing resources largely fail to align to the school's designated visions of assessed mastery, the school will create its own resources.

³⁸ American Association of School Librarians (AASL), "AASL Information Literacy Standards for Student Learning," <http://weblink.scsd.us/~liblinks/AASLstandards.pdf> (accessed 29 Dec. 2011).

³⁹ National Association for Media Literacy Education (NAMLE), "Key Questions to Ask When Analyzing Media Messages," <http://namle.net/wp-content/uploads/2009/09/NAMLEKeyQuestions0708.pdf> (accessed 29 Dec. 2011).

The approach outlined above of, where necessary, modifying or even self-creating instructional resources is one consistently used by high-performing charter schools and charter networks currently making significant achievement gains.⁴⁰ Compared with standardized implementation of an existing commercial curriculum, this approach involves more front-end preparation and planning for teachers and instructional leaders. However, in providing for curricula that is better aligned to students' needs and visions of assessed mastery, this approach is ultimately far more effective. Furthermore, with strong teacher/leader collaboration and clear institutional processes for organizing, maintaining, and providing for future use of this curricula, organizational time-investment in the creation of the curricula should, over time, decrease.

Preschool and Prekindergarten Cross-Content Curriculum and Resources

Ingenuity Prep's Preschool and Prekindergarten curriculum will be framed around the unifying themes of blended learning and emerging Ingenuity Prep--providing an opportunity for the school's youngest learners to engage in child-initiated, hands-on learning that promotes self-regulation, cooperative learning, social-emotional development, and conceptual understanding of environment, community and self. With this in mind, the school is considering adoption of Tools of the Mind, a research-based early childhood program that builds a strong foundation for educational success in young students by focusing explicitly on their intentional and self-regulated development and learning.

The Tools of the Mind model originated from the work of Lev Vygotsky, a Russian psychologist who promoted the idea that just as physical tools extend one's physical abilities, mental tools extend one's mental abilities and enable us to solve problems and create solutions.⁴¹ Vygotsky believed that until children learn to use these mental tools, their learning is largely controlled by their environment. However, once children master these mental tools, they can take ownership of their learning with intention and purpose. A growing body of new research suggests that many children start school unprepared to learn not because of insufficient academic skills, but because they lack the ability to regulate their social, emotional, and cognitive behaviors. Current research shows that self-regulation, or executive function, has a stronger association with academic achievement than IQ or entry-level reading or math skills.⁴²

The Tools of the Mind program focuses on student outcomes in self-regulation, early literacy and math competencies, meta-cognition, reflective thinking and complex play scenarios. The program builds these skills in the following ways:

⁴⁰ Per the Founding Group's personal collaboration with a range of school leaders across KIPP, Achievement First, and Uncommon Schools.

⁴¹ Elena Bodrova and Deborah J. Leong, *Tools of the Mind: The Vygotskian Approach to Early Childhood Education* (Columbus: Prentice Hall, 2006).

⁴² Blair, 2002. 2003; Normandeau & Guay, 1998

- Teachers systematically scaffold children's movement along the continuum of self-regulation. Over the course of the curriculum, students move along this continuum from being regulated by others to engaging in "shared" regulation to eventually becoming "masters of their own behavior." The students practice these skills throughout the day by engaging specifically designed developmentally appropriate self-regulation activities.
- Children grow to gain control of their social, emotional, and cognitive behaviors by learning how to use a variety of "mental tools." Children learn to regulate their own behaviors as well as the behaviors of their friends as they enact increasingly more complex scenarios in their imaginary play and learning activities.
- Additionally, early emphasis literacy and mathematics concepts allow students to build essential cognitive competencies such as reflective thinking and metacognition.

Tools of the Mind has been developed with key curriculum components and instructional strategies at its core that center around a combination of child-initiated activities, cooperative learning, teacher scaffolding, explicit instruction, and on-going use of assessment data to meet individual needs.

Tools of the Mind addresses the five aspects of literacy defined by the National Reading Panel: phonemic awareness, phonics, vocabulary, comprehension and fluency with the literacy practices that accompany the curriculum based on recommendations from the National Reading Panel and several key reviews.^{43, 44}

The mathematics practices and activities within the program are based on and directly address the National Association for the Education of Young Children (NAEYC) and the National Council of Teachers of Mathematics (NCTM) tenants of number sense, geometry, measurement, data analysis and algebra, which have been sequenced by skill acquisition and activity. The work of Vygotskian mathematics researchers Davydov and Venger have also been used to shape the sequence of skill acquisition to determine the scope and sequence of activities.⁴⁵

The Tools of the Mind program not only covers each of the vital developmental domains (cognitive, social-emotional, physical and language) but also includes crucial support for underlying skills (remembering on purpose, symbolic thinking, symbolic representation, literacy development, math and science) that are key to ensuring a successful long-term developmental trajectory.

Because the success of the Tools of the Mind program is based on individual student scaffolding, consistent classroom assessment (daily, weekly, monthly) is essential for making instructional decisions and reaching student outcomes. Teachers are trained and responsible for conducting ongoing holistic assessments of students. Pacing guides are also provided to ensure that the classroom instruction matches end-of-the-year assessments and standards.

⁴³ Catherine E. Snow, M. Susan Burns, and Peg Griffin, *Preventing Reading Difficulties in Young Children* (Washington, DC: National Academies Press, 1998).

⁴⁴ Barbara T. Bowman, M. Suzanne Donovan, M. Susan Burns, *Eager to Learn* (Washington, DC: National Academies Press, 2000).

⁴⁵ Davydov, 1986; Davydov & Zinchenko, 1993; Venger, 1994

Although Tools of the Mind provides the foundational content for early literacy, math, science and social studies, we plan to supplement and, at times, supplant Tools of the Mind with other resources to ensure the school's overall goals are accomplished. We are actively considering two additional curricula that build strong foundations for early literacy and social-emotional development: Blueprint and Second Step. The Blueprint curriculum is based on National Reading Panel and Early Reading First recommendations and is designed to meet state and national standards for reading, writing, and oral language development. The curriculum is built on the premise, "that all children need experience with books and structured support to develop oral language and vocabulary and to build background knowledge." Blueprint brings proven methods for building essential knowledge and literacy skills to preschool and pre-kindergartners and includes rigorous teacher training, lesson plans, and instructional strategies, all integrated with high-quality children's literature. The Second Step program is designed to develop children's self-regulation skills and social-emotional competence through developing essential skills in young children such as listening, focusing attention, self-talk, understanding strong feelings, making and keeping friends and preparing for Kindergarten.

K-8 Literacy Curriculum and Resources

Kindergarten – 5th Grade

In the Ingenuity Prep K-5 Literacy classrooms, students will rotate across four learning stations, each with a distinct focus, facilitation structure, and strategic purpose. The following section outlines the curricular emphases for each rotation and the resources being considered for that rotation:

Rotation 1. In K-5, the primary content focus of this daily, teacher-facilitated rotation will be reading comprehension and vocabulary. For this rotation, a highly qualified literacy specialist will lead a small group of students first in a read aloud and then a guided reading lesson. Based on data gathered prior to and during the lesson, some students may rotate out of the group to read independently during this time. In planning their guided reading lessons, the school intends to follow the instructional model of and utilize resources from North Star Elementary in Newark, N.J. The school is publishing a book in June of 2012 on its reading instruction, and Co-Founder Aaron Cuny is attending a corresponding March 2012 conference at the school. In addition to utilizing the curricula employed at North Star, the school is considering use of the following curricula and resources to support its guided reading and vocabulary instruction:

- To support comprehension instruction:
 - *Guided Reading, The Continuum of Literacy Learning* by Fountas & Pinnell
 - *Readworks.org*
- To support vocabulary:
 - *Bringing Words to Life*, by Beck, McKeown, and Kucan

Rotation 2. In K-2, the primary content focus of this daily, teacher-facilitated rotation will be decoding and fluency. For this rotation, a small group of students will engage in direct instruction facilitated by a highly qualified literacy specialist. The school is considering use of SRA's Reading Mastery curriculum during this time, as the decoding and fluency components of the curriculum are currently being

implemented to great success across schools in several high-performing charter school networks such as KIPP, Achievement First, and Uncommon Schools. In grades 3-5, students still demonstrating decoding and fluency deficits will receive that support during this rotation. Those students whose decoding and fluency skills meet grade-level benchmarks will engage in fiction and non-fiction literature circles during this time.

Rotation 3. In K-5, the content focus of this daily, teacher-facilitated rotation will include the following: word work; grammar, usage, and conventions; writing; and listening and speaking. For this rotation, a highly qualified literacy specialist will lead a small group of students in guided lessons and cooperative and independent practice. The school is considering use of the following curricula to support the range of instruction during this rotation:

- To support word work and spelling:
 - *Words their Way*
- To support writing:
 - *6+1 Traits*
 - *Step up To Writing*
- To support listening and speaking:
 - *Creating Competent Communicators: Activities for Teaching Speaking, Listening, and Media Literacy in K-6 Classrooms*

Rotation 4. The aim of this rotation, across K-5, is to utilize digital content and online learning programs to provide students an instructional course of study tailored to their individual needs. Thus, during this time, one student might be working on his phonemic awareness skills while another might be reading a passage and practicing making inferences. In leveraging the adaptive nature of the online programs, this rotation will provide a means for each student to work within his/her zone of proximal development and receive adaptive feedback as he/she does so. The school has signed a consulting agreement with Education Elements and is currently working with its president, Anthony Kim, to evaluate the marketplace for this digital content and identify the best existing resources. Based on the organization's initial recommendations, the school is considering utilization of the following:

- Compass Learning, which offers a full range of digital content for every grade-level and can be aligned with NWEA benchmark exams to an adaptive curriculum scope and sequence based on student performance on those exams
- iReady, includes a robust assessment for placing students into an individualized scope and sequence of instruction, nuanced data reports on student progress, and offline materials to be used in supporting students in need of intervention

6th-8th Grade

The Ingenuity Prep 6th-8th grade Literacy classrooms will build on the literacy skills students have developed in the PS-5th grade classrooms. In the 6th-8th grade classrooms, students will rotate across three learning stations, each with a distinct focus, facilitation structure, and strategic purpose. The following outlines the curricular emphases for each rotation and the resources being considered for that rotation:

Rotation 1. Building on the decoding, fluency, vocabulary, and comprehension skills cultivated in PS-5th grade, this small-group, teacher-facilitated rotation will focus on the Common Core Reading Standards for Literature and Informational Texts. During this time, students will work to identify and analyze key ideas and details, craft and structure, integration of knowledge and ideas, and text complexity. In facilitating instruction, the teacher will identify a range of texts across genres and cultures, incorporating classics and high-quality contemporary texts, with the complexity and sophistication of the texts increasing over students' 6th-8th grade experience. In this rotation, the allocation of instructional time will reflect the Common Core's strong emphasis on informational texts. Students might, for example, read, discuss, and analyze *To Kill a Mockingbird* by Harper Lee, *Diary of a Young Girl*, by Anne Frank; *Narrative of the Life of Frederick Douglass*, by Frederick Douglass; *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa*, by Mark Mathabane; or a range of articles from the Washington Post and New York Times.

Rotation 2. The content focus of this daily, teacher-facilitated rotation will build on its corresponding PS-5th grade rotation and include the following: grammar, usage, and conventions; writing; and listening and speaking. For this rotation, a highly qualified literacy specialist will lead a small group of students in guided lessons and cooperative and independent practice. With the support of their teacher, students will learn research skills and write a variety of text types for a variety of purposes. Again, per the emphasis of the Common Core, a significant amount of instructional time will be allocated to informational writing. The school is considering use of the following resources to support the range of instruction during this rotation:

- To support writing:
 - *6+1 Traits*
 - *Step up To Writing*

Rotation 3. The third rotation in the 6-8 Literacy classrooms will leverage digital content to provide differentiated learning opportunities based on students' individual needs. Thus, during this time, one student might be working on comprehension skills while another might be honing research skills. When students have demonstrated mastery of the skills and content offered through the online learning programs, they will earn the opportunity to work independently and/or with peers on project-based applied learning. At this time, a student who has recently read about Hurricane Katrina may, for example, choose to work with a classmate to research and create a digital presentation on the topic. Again, the school is consulting with Anthony Kim of Education Elements to evaluate the marketplace for this digital content. Based on the organization's initial recommendations, and as noted earlier, the school is considering utilization of Compass Learning.

K-8 Math Curriculum and Resources

Kindergarten-5th Grade

In the Ingenuity Prep K-5 math classrooms, students will rotate across two primary learning stations, each with a distinct focus, facilitation structure, and strategic purpose. The following outlines the curricular emphases for each rotation and the resources to be utilized for the rotation:

Rotation 1. The primary focus of this daily, teacher-facilitated small-group rotation will be the development of students' number sense, conceptual understandings, procedural skills, and problem-solving skills. Instructional facilitation of this rotation will frequently employ techniques that place burden of cognitive demand on the student, as informed by the theory of *Cognitively Guided Instruction* (CGI) outlined in Thomas P. Carpenter's *Children's Mathematics*. During this rotation, a strong emphasis will be placed on students sharing their thinking through accountable talk and written demonstration of strategies and presentation of content through a concrete-representational-abstract (CRA) frame. Given this, the school is considering for use in informing the development of its math curriculum Terc Investigations in Number, Data, and Space⁴⁶ and Singapore Math⁴⁷. The former is well-suited to support a CGI approach to math instruction while the latter provides strong CRA content models. In developing its vision for this instruction, the school is consulting with Dr. Stephanie Smith of Georgia State University who currently supports instructional leaders at KIPP, Harlem Success, and Uncommon Schools.

Rotation 2. As in the Literacy classroom, the aim of this rotation across the K-5 math classrooms is to utilize online learning programs to provide students instructional courses of study tailored to their individual needs. During this rotation, the content students practice will be driven by their performance on the programs' diagnostic assessments and lessons. A student who, for example, demonstrates number sense skill deficits will receive targeted practice in that area while another student with a strong number sense foundation might practice more rigorous problem-solving. Through these programs, students will track their progress and, upon meeting certain progress benchmarks, will rotate off of the digital content and subsequently engage in projects allowing them to apply the foundation skills for which they've demonstrated mastery. Again, the school is consulting with Anthony Kim of Education Elements to evaluate the marketplace for this digital content. Based on the organization's initial recommendations, the school is considering utilization of the following:

- Compass Learning, which offers a full range of digital content for every grade-level and can be aligned with NWEA benchmark exams to an adaptive curriculum scope and sequence based on student performance on those exams
- iReady, which includes a robust assessment for placing students into an individualized scope and sequence of instruction, nuanced data reports on student progress, and offline materials to be used in supporting students in need of intervention
- Dreambox, a highly engaging program in which students take adaptive placement tests and subsequently must show proficiency on multiple lessons on each concept as they progress through the curriculum.

6th-8th Grade

Rotation 1. This 6th-8th grade teacher-facilitated, small-group math rotation aims at preparing students for and providing for students' ultimate success in 8th grade Algebra. With the Common Core standards as its foundation, the content in this rotation will focus on properties and arithmetic with integers and rational numbers, proportional reasoning and relationships, and basic algebraic

⁴⁶ TERC, "Investigations in Number, Data, and Space," <http://investigations.terc.edu/> (accessed 29 Dec. 2011).

⁴⁷ Singapore Math, "SingaporeMath.com Inc.," <http://www.singaporemath.com/> (accessed 29 Dec. 2011).

manipulations involving expressions and simple equations. This instruction will provide for a balance of tasks that require conceptual understanding, procedural skills, computation skills, and problem-solving. As is the case for the K-5 grade-level-band, instruction facilitation—informed by CGI and frequently presented through a CRA frame--will seek to place the burden of cognitive demand on the students. While the school is considering use of Mathematics in Context⁴⁸ as a resource in informing curriculum development, the school anticipates that its content-specialist math teachers will write much of the curriculum for this grade-level band. In this work, the school is consulting with Dr. Stephanie Smith (noted above) and Principal Jesse Rector of North Star Middle School. In writing our math curriculum, we will modify to meet our needs North Star's resources and curriculum as shared by Mr. Rector.

Rotation 2. The aim of this rotation across the 6-8 math classrooms is to utilize online learning programs to meet students' individual learning needs. Again, during this rotation, the content students practice will be driven by their performance on the programs' diagnostic assessments and lessons. Through these programs, students will track their progress and, upon meeting certain progress benchmarks, will rotate off of the digital content and subsequently engage in projects allowing them to apply the foundation skills for which they've demonstrated mastery. For example, two 7th grade students who have met designated achievement benchmarks in their individualized online math work around ratios and proportions might proceed to an applied offline project using those skills—redesigning the space of a local garden, for example. Again, the school is consulting with Anthony Kim of Education Elements to evaluate the marketplace for this digital content and is considering utilization of the following:

- Compass Learning, rationale noted above
- iReady, rationale noted above

K-8 Civic Leadership Curriculum and Resources

As noted in A.2.a, Student Learning Standards, the school is consulting with Sara Schonwald, former Director of Service Learning at The Urban School of San Francisco and founder of Listen to Lead Consulting, to develop the standards and curriculum for its Civic Leadership class. In consultation with Ms. Schonwald, the school will look critically at the many research-based programs that promise to build social-emotional literacy in school communities before selecting curricula/resources that best fit the school's mission and goals. These curricula will be evaluated on the following:

1. The program must be school-based and fully integrated. The program may not be offered as a one-off, short-term, or curricular supplement.
2. There will be a clear and prescribed order to the lessons that teachers will follow.⁴⁹

⁴⁸ Mathematics in Context, "Britannica Mathematics in Context," *Encyclopaedia Britannica, Inc.*, <http://mathincontext.eb.com/> (accessed 29 Dec. 2011).

⁴⁹ "This contributes to an organized and coherent curriculum, similar to that used in other school subjects. In these subjects, student learning builds upon what has come before. Prescribed lessons also increase the likelihood that teachers will present all the key materials and that there will be consistent implementation across classrooms." – Collaborative for Social and Emotional Learning, *Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs* (2003), http://casel.org/wp-content/uploads/1A_Safe_Sound-rev-2.pdf (accessed 29 Dec. 2011), p. 10.

3. The program will involve students' families and out-of-school supports.⁵⁰
4. The program is asset-based and uses language and methods that build on students' strengths. The assumptions underlying the program's theory of change demonstrate an implicit and/or explicit belief in the potential of all students to be socially and emotionally intelligent, problem-solving civic leaders.
5. The program will have achieved demonstrated results.
6. The program provides ample professional development and ongoing consultation opportunities. The program is committed to empowering all staff members with the knowledge and skills necessary to ensure that the program becomes fully integrated into the school and can be self-sustained.

The RULER program⁵¹ is a resource being considered as it fully meets all six of the above criteria. RULER was developed out of Yale University's Health, Emotion, and Behavior Laboratory and is based on years of research on emotional intelligence. The RULER training is structured such that, after two years of professional development, the school can become a fully certified program.

A developmentally appropriate and rigorous Collaborative Problem Solving and Service Learning curriculum will be designed using the enduring understandings, essential questions, and core standards outlined in Section A.2.a, Student Learning Standards. We will also consult the National Curriculum Standards for Social Studies⁵² as the Collaborative Problem Solving class will be partly integrated into the social studies program. To construct the curricula, we will use backwards design with a clear focus on meaningful and measurable results. All efforts will be made to seamlessly integrate the components of the civic leadership program with the chosen social-emotional learning (SEL) program. Therefore, we will first research and select an appropriate SEL program before planning the collaborative problem solving and service learning components.

K-8 Social Studies & History Curriculum and Resources

The Ingenuity Prep Social Studies and History classes in K-8 will occur in a split class structure of typically 14-16 students (outlined further in Section A.2.c, Methods of Instruction). The content of these classes—informed by the DC Social Studies Learning Standards and the National Curriculum Standards for Social Studies as outlined in A.2.a—will be interwoven with the content of students' Civic Leadership class. These two classes, taught back to back by the same teacher, will provide opportunities for students to themselves draw out the natural connections between the people, cultures, events, movements, and concepts studied through the social studies content and the personal, collaborative, and civic-minded leadership skills studied through the civic leadership content. Middle elementary students might, for example, make connections between the social-

⁵⁰ Nicole A. Elbertson, Marc A. Brackett, and Roger P. Weissberg, "School-based social and emotional learning (SEL) Programming: Current Perspectives," *The second international handbook of educational change* 23, 1017-1032.

⁵¹ Ruler Group, "The Ruler Approach | Emotionally Literate Schools," <http://therulerapproach.org/> (accessed 29 Dec. 2011).

⁵² National Council for Social Studies, "National Curriculum Standards for Social Studies: Chapter Two-- The Themes of Social Studies," <http://www.ncss.org/standards/strands> (accessed 29 Dec. 2011).

emotional resiliency skills discussed in their Civic Leadership class and the ability of Martin Luther King to persist through the struggle of the Civil Rights Movement. Middle school students might connect the collaborative problem-solving skills cultivated in their Civic Leadership class with the coalition-building skills of Dwight Eisenhower. Across their experiences in both classes, students will consistently be presented with opportunities to connect their own development as leaders to the historical content they study.

Curriculum design for the Social Studies and History classes will ensure students learn both foundational historical content and the historical process skills of a critical social scientist. The National Council for the Social Studies thoughtfully frames the school's intended approach to the development and implementation of its curriculum:

The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. For elementary school children, as well as for all age groups social studies have several purposes. The social studies equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enable them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions...Above all, the social studies help students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world.⁵³

In shaping a K-5 curriculum that accomplishes these purposes, the school will use a range of resources and literature. Currently, the school is considering the following for use in informing instruction in K-5:

- Social Studies Alive (K-5)
- History Alive (6-8)
- Holt McDougal World Regions
- Holt McDougal World History
- Holt McDougal US History
- Facing History and Ourselves⁵⁴

Additionally, the school intends to make extensive use of Washington DC's wide range of civic and cultural landmarks, museums, events, and resources. Through visits to places like the American History Smithsonian, American Indian Museum, and the Capitol, students will have frequent first-hand opportunities to actively engage in the history and institutions of their own backyard.

⁵³ National Council for Social Studies, "Social Studies for Early Childhood and Elementary School Children: Preparing for the 21st Century," <http://www.ncss.org/positions/elementary> (accessed 29 Dec. 2011).

⁵⁴ Facing History and Ourselves, "Linking history to moral choices today," <http://www.facinghistory.org/> (accessed 29 Dec. 2011).

K-8 Science Curriculum and Resources

Science instruction in K-5 will occur in a split class structure (typically 14-16 students). During this time, students will develop their scientific skills and knowledge by engaging with the world around them, asking questions about real-life phenomena, and sharing what they learn with others. In each grade level they will explore a range of concepts related to earth, physical and life science. Curriculum in the grade-level band will be teacher-created using Understanding by Design⁵⁵ to develop authentic lessons and assessments that promote deep conceptual understanding. Teachers will choose from appropriate curricula, like Lawrence Hall of Science Full-Option Science System (FOSS)⁵⁶ and Great Explorations in Math and Science (GEMS)⁵⁷ curricula or the Smithsonian's Science & Technology Concepts (STC)⁵⁸ program. Additionally, they will be able to take advantage of resources from supplemental books like the Janice VanCleave *Science for Every Kid* series.

Science instruction in 6-8 will occur in a split class structure (typically 14-16 students). During this time, students will continue to develop their scientific skills and knowledge by asking questions about real-life phenomena, consulting scientific texts, designing and conducting more sophisticated tests of their hypotheses, and sharing what they learn with others utilizing oral, written and visual communication. Like younger students, results from some investigations will be shared at the school's Research and Innovation Fair. Each grade will focus on a different scientific discipline, with sixth grade focusing on earth science, seventh grade focusing on life science and eighth grade focusing on physical science. The main curriculum utilized in these grades will be Lawrence Hall of Science's Science Education for Public Understanding Program (SEPUP),⁵⁹ which uses personal and societal issues to engage students in scientific inquiry. This ties directly into the school's mission of preparing students to be civic leaders by helping students explore the scientific concepts that underlie many social concerns. Additionally, teachers will be able to take advantage of resources, including Lawrence Hall of Science FOSS and GEMS curricula.

K-8 Information, Media, & Technology Literacy Curriculum and Resources

Instruction for this content will occur in a split class lab (typically 14-16 students) and will involve inquiry, guided lessons, explorations, and student practice. As a wide range of content will be covered in the class, the school will likely both pull from a range of existing curricula and resources and create much of its own curricula. A promising online program currently being considered as a primary curriculum is EasyTech⁶⁰ from Learning.com. This program offers an interactive, engaging

⁵⁵ Authentic Education, "Authentic Education – What is UbD?" <http://www.authenticeducation.org/ubd/ubd.lasso> (accessed 29 Dec. 2011).

⁵⁶ Delta Education, "Delta Science Modules: Hands-on science kits for K-8 students," <http://www.delta-education.com/science/foss/index.shtml> (accessed 29 Dec. 2011).

⁵⁷ Lawrence Hall of Science, "LHS GEMS Home," *UC Regents*, <http://lhsgems.org/> (accessed 29 Dec. 2011).

⁵⁸ National Science Resources Center, "STC Program Elementary Overview," *Smithsonian Institution*, http://www.nsrconline.org/curriculum_resources/elementary_overview.html (accessed 29 Dec. 2011).

⁵⁹ Science Education for Public Understanding Program (SEPUP), "Welcome to SEPUP: Science Education for Public Understanding Program," <http://sepuplhs.org/> (accessed 29 Dec. 2011).

⁶⁰ Learning.com, "EasyTech – Interactive Online Technology Literacy Curriculum," <http://www.learning.com/easytech/> (accessed 29 Dec. 2011).

K-8 technology literacy curriculum that includes lessons, focus questions, activities, practice opportunities, and assessment across a range of K-8 developmental levels and for a variety of technology literacy topics including:

<ul style="list-style-type: none"> ● Mouse Basics ● Computer Basics ● Introduction to Keyboards ● Beginning Graphics ● Visual Mapping Basics ● Word Processing Basics, ● Data and Database 	<ul style="list-style-type: none"> ● Keyboarding ● Spreadsheets ● Presentations ● Web Browsing ● Database Creation, Queries, Reports ● Multimedia and Database ● Communicating Online
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In middle school, the school is considering participating in The News Literacy Project,⁶¹ a program aimed promoting critical media skills among middle and high school students. Additional resources for this class will be identified and developed per the Curriculum Development Timeline.

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c. METHODS OF INSTRUCTION

Founding Principles for Instructional Model & Methods

The school’s overall instructional model and corresponding methods of instruction were informed by the following principles:

Institutionalize a Low Student-Teacher Ratio. Lowering the student-teacher ratio within any given instructional group increases the capacity of the teacher to identify, analyze, and respond to students’ understandings and misunderstandings. Furthermore, the reduction of the student-teacher ratio increases the amount of whole-group “voice time” allocated to each individual student. When that ratio is lowered significantly enough, students’ ability to participate and teachers’ ability to support students is significantly increased. With this in mind, the school has crafted a model to institutionalize small-group instruction, with all instruction delivered through one of the following structures:

- Split-class (typically 13-16 students)
- Small-groups (typically 6-8 students)
- Partner work (typically 2-3 students)
- Individualized Online Learning (students work independently at self-paced lessons)

With 70% of students’ academic instructional time occurring in small-groups, through partner work, or through individualized online learning, the school has institutionalized opportunities to ensure students’ instructional time will be highly personalized.

⁶¹ The News Literacy Project, “The News Literacy Project,” <http://www.thenewsliteracyproject.org/> (accessed 29 Dec. 2011).

Leverage Online Programs to Provide Individualized, Adaptive Learning. In a typical classroom, you'll likely find--at some point in the learning block--students moving from a teacher-facilitated lesson to work independently on an assignment. In most cases, despite the wide range of skill levels in the classroom, that assignment will likely look pretty similar for most if not all students. With the evolution in educational technology and, in particular, online learning programs, that experience--of students working independently, beyond the direct facilitation of a teacher--can be transformed. All online programs currently being considered for adoption by the school provide the benefits outlined below:

<i>The Old Model of Independent Student Work</i>	<i>Independent Work Through Online Programs</i>
All/most students work on the same assignment.	Built-in diagnostic assessments identify the appropriate entry point for each student and provide an individualized path of lessons for that student.
With limited teacher capacity, as students work, there are limited opportunities to receive in-the-moment feedback on the correctness of their strategies/responses. As a result, students may, for an extended period of time, practice incorrect strategies and provide incorrect answers without receiving any direct feedback.	As they work, all students receive immediate feedback on the correctness of the strategies used and responses provided for each task/question. The adaptive learning engines driving content delivery for the programs modify the questions and lessons students receive to ensure each child is working within his/her respective zone of proximal development.
The design of the independent work is often simple/static (think about the average worksheet). As a result, student engagement can wane.	The design is typically rich (lots of color, movement, sound etc.) and highly interactive. As a result, students are highly engaged (thereby minimizing management concerns).

With this in mind, the school has instituted an instructional model in all core content classes that leverages this recent evolution in technology. Each day, students will engage in one literacy and one math rotation using online programming. While student work will be monitored by a classroom teacher, it will be largely independently-driven by students. As outlined further below, teachers will regularly monitor the performance data produced through the online programs, using this data to inform additional instruction, enrichment, and intervention.

Ensure All Instruction is Driven by Data. At Ingenuity Prep, data will regularly be used to drive not only the content of instruction but also the methods of instruction. A range of assessments will be used to gather data on students' understandings and misunderstandings, and, each week during planning time, teachers will use this data to inform instructional content, groupings, and strategies for that week and beyond.

Promote Active, Engaged, Invested Learners. At Ingenuity Prep, instructional methods will aim to promote learners who are consistently active, engaged, and invested. Rather than serving as passive participants in their learning, instructional methods will ensure that whenever possible, the “burden of heavy thinking” rests with the students. Even in the delivery of direct instruction, students will be actively engaged in written, verbal, and kinesthetic demonstrations of their thinking. Furthermore, with a multi-tiered system of investment strategies outlined in more detail in Section A.4.c, School Organization and Culture, teachers will promote student investment in and ownership over their own learning.

Key Instructional Strategies

With the principles above as a guide, the school will emphasize the following instructional strategies as teachers plan and execute classroom instruction:

<i>Strategy</i>	<i>Sample Visions of the Strategy in Action</i>
<p><i>In Planning:</i> Teachers will ensure long-term, unit, and daily lesson plans are standards-based, objective-aligned, and informed by and differentiated for diagnostic, formative, and summative assessment data.</p> <p><i>In Teaching:</i> Teachers will implement purposeful, data-driven, backwards-mapped lessons in small groups.</p>	<ul style="list-style-type: none"> • Before the lesson plan is written, create closing assessment questions aligned to the standard and objective • In plans, script sources of student misconception for the standard/objective • In plans, note how small-groups will be differentiated for diagnostic and formative data • Use quiz data to inform strategy addressed with guided reading group during read-aloud
<p><i>In Planning:</i> Teachers will ensure long-term, unit, and daily plans explicitly outline strategies for student engagement, ensuring a variety of learning modalities are engaged.</p> <p><i>In Teaching:</i> Teachers will engage multiple learning modalities using verbal, visual, and kinesthetic</p>	<ul style="list-style-type: none"> • Prepare neat, organized, compelling visuals such as charts, diagrams, models, etc. • Using the abbreviation ""TT,"" note in daily lesson plans where/when students will turn-and-talk. • Explicitly note in plans what hand motions and body movements will be used to kinesthetically engage students, thereby, promoting the "stickiness" of the idea being presented. • Gather manipulatives and realia to be utilized in reinforcing lesson objectives • Provide students the opportunity to process and verbalize their thinking through regular turn-and-talks

supports and strategies	<ul style="list-style-type: none"> • Present content through charts, graphic organizers, models, diagrams, timelines, flow charts, lists, manipulatives, photographs, and videos • Highlight and make stick key concepts, processes, and vocabulary through the regular use of hand motions and body movement
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<p><i>In Planning:</i> Teachers will ensure plans outline key checks for understanding, explicitly noting expectations for student responses</p> <p><i>In Teaching:</i> Teachers will frequently utilize key checks for understanding for higher-order-thinking questions and student activities</p>	<ul style="list-style-type: none"> • Script questions aligned to the objective using the higher levels of Blooms (ex. Analyze, Compare/Contrast) • Script questions and student responses that require student explanation and exploration of ""why?"" • Design check for understanding student activity that provides an individual measure of mastery aligned to the lesson objective • During the read-aloud, provide students rigorous journal prompts to scaffold their reflection; have them show what they've written • During the math mini-lesson, have students use whiteboards to record their thinking, and have them regularly show you what they've written • Maximize your use of other whole-class checks-for-understanding that instantly reveal the thinking of 100% of the class (i.e. hand-signals, choral responses, etc.)
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d. STUDENT PROGRESS AND ACHIEVEMENT

Assessments by Content Area

<i>Preschool and Prekindergarten Across Content Areas</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Tools of the Mind (Formative)	Ongoing formative daily, weekly, and monthly assessments are built into the Tools of the Mind program.	PS-PK
Teaching Strategies GOLD Assessment (Diagnostic, Formative, Summative)	The Tools of the Mind formative assessments will be used in conjunction with the GOLD assessment. This ongoing observation-based system, which can be used with any developmentally appropriate curriculum, presents progressions of development and learning for objectives in the areas of social-emotional, physical, language, and cognitive development and in the content areas of literacy, mathematics, and English-language acquisition.	PS-PK
Chicago STEP Assessment (Benchmark, Formative)	The school will use the Chicago STEP assessment to track the early reading behaviors progress of its Prekindergarten students. Data gathered from these formative assessments will inform teachers' instruction and intervention. Currently, STEP is being used at KIPP, Achievement First, and Uncommon Schools.	PK

<i>Literacy (K-8)</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
NWEA MAP for Primary Grades (Diagnostic, Summative)	The NWEA MAP for Primary Grades provides diagnostic and computerized adaptive assessments in reading. These assessments measure concepts of print, phonological awareness, phonics and upper and lower case letter recognition. Students at Ingenuity Prep will take the assessment at the beginning, middle, and end of the school year. At bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. NWEA data may also be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	K-1 st
NWEA MAP (Diagnostic, Summative)	The NWEA MAP provides diagnostic and computerized adaptive assessments in reading and language. Students will take the assessment at the beginning, middle, and end of the school year. As noted above, at bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. Also, as noted above, NWEA data may be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	2 nd -8 th
PARCC Assessment (Summative)	With a commitment to the Common Core standards, the school anticipates the full development of the national assessment by Partnership for Assessment of Readiness for College and Careers. Upon full development of the assessment, and given a high level of quality and rigor, the school anticipates using the vision of the assessment to significantly inform instruction.	3 rd -8 th
Chicago STEP Assessment (Benchmark, Formative)	The school will use the Chicago STEP assessment to track the early reading behaviors progress of its Prekindergarten students. Data gathered from these formative assessments will inform teachers' instruction and intervention. Currently, STEP is being used at KIPP, Achievement First, and Uncommon Schools.	K-3 rd
DRA2+ (Benchmark, Formative)	As the STEP assessment measures students' reading progress only through 3 rd grade, the school will begin use of the Developmental Reading Assessment (2 nd Edition) as students enter 4 th grade. This assessment will measure students' decoding, comprehension, and fluency. It will be used in informing students' independent reading levels and guided reading instructional groupings.	4 th - 8 th
Interim Assessments (Formative)	The school is considering joining the Achievement Network and implementing the interim assessments provided by the network. Where these assessments do not align with the school's curriculum, we will create our own interim assessments as is done at other high-performing schools/networks such as KIPP and North Star.	3 rd -8 th

Math (K-8)

<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
NWEA MAP for Primary Grades (Diagnostic, Summative)	The NWEA MAP for Primary Grades provides diagnostic and computerized adaptive assessments in math. These assessments measure early number sense and computation. Students at Ingenuity Prep will take the assessments at the beginning, middle, and end of the school year. At bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. NWEA data may also be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	K-1 st
NWEA MAP (Diagnostic, Summative)	The NWEA MAP provides diagnostic and computerized adaptive assessments in math. Students will take the assessments at the beginning, middle, and end of the school year. As noted above, at bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. Also, as noted above, NWEA data may be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	2 nd -8 th
PARCC Assessment (Summative)	With a commitment to the Common Core standards, the school anticipates the full development of the national assessment by Partnership for Assessment of Readiness for College and Careers. Upon full development of the assessment, and given a high level of quality and rigor, the school anticipates using the vision of the assessment to significantly inform instruction.	3 rd -8 th
Interim Assessments (Formative)	The school is considering joining the Achievement Network and implementing the interim assessments provided by the network. Where these assessments do not exist at the relevant grade-level or where they do not align with the school's curriculum, we will create our own interim assessments as is done at other high-performing schools/networks such as KIPP and North Star.	K-8 th

<i>Civic Leadership (K-8)</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Civic Leadership Student Surveys	We will administer objective-based pre- and post-surveys to understand the extent to which students feel that they have grown in the program.	K-8 th
Civic Leadership Parent Surveys	Parents/Guardians will also complete these surveys for their student(s) to see if/how meaningful growth was demonstrated outside school hours.	K-8 th

Student-Parent-Teacher Conferences	Students will take increasing levels of ownership over reflecting on and reporting their progress to their parents/guardians; civic leadership will be included in the academic areas on which students are asked to reflect and share. In this way, all students will have opportunities to speak to and hear from important adults in their lives about their growth as civic leaders.	K-8 th
Biweekly Civic Leadership Rubric Assessment	Teachers will fill out developmentally appropriate rubrics on a biweekly basis to offer formative, specific feedback on the ways in which students are and are not growing in these objectives. Students will also fill out the rubric in advance of receiving the teacher's version. This will provide students an opportunity to reflect on their growth and challenges, and serve as a launching point for any follow-up conversations that the students and teachers would like to pursue.	K-8 th
Weekly Journals	Students will be given a selection of developmentally appropriate weekly journal prompts, and must respond to at least one prompt per week. These prompts will speak to social-emotional literacy, collaborative problem solving, and service learning. Students may choose different modalities for their journal responses: speaking to create a sound file (prose, spoken word, other music, etc.), writing a narrative response, creating a poem, drawing or painting an artistic representation of their reply, etc. The teacher will check students' journals on a monthly basis and use these journals as one piece of evidence to inform her/his rubric assessment (above).	1 st -8 th
Weekly Team Fishbowl	A team will work together on a new, challenging, and developmentally appropriate task for 5-8 minutes. The teacher and other students will make notes on the process and strategies employed by the team. The teacher will facilitate a conversation by which the other students share their positive and constructive feedback with the team. The team will then reflect out loud on what they heard and what most resonated with them.	1 st -8 th
360-Degree Feedback	In the final three months of 6th, 7th, and 8th grades, students will be given 360-degree feedback whereby they are assessed on the aforementioned standards by a selection of their peers, teachers, and family members (or other out-of-school adults who know them well).	6 th -8 th

<i>Social Studies & History (K-8)</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Curriculum-Based Assessments (Formative, Summative)	The school will evaluate the formative and summative assessments that accompany the curricula currently under consideration for implementation (Social Studies Alive, History Alive, etc.). Where the assessments are found rigorous and appropriate, the school will utilize them.	K-8 th
Internally-Created Assessments (Formative, Summative)	Where external assessments are neither rigorous enough nor appropriately aligned with the school's vision for instruction, the school will create its own assessments. These assessments may involve written quizzes, projects, performance tasks, or traditional exams.	K-8 th
Essays (Formative, Summative)	The school will utilize writing as a key form of assessment in the Social Studies and History classrooms.	3 rd -8 th

<i>Science (K-8)</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Diagnostic & Formative Assessment Probes, from <i>Uncovering Student Ideas in Science</i> (Formative)	These formative assessments link key concepts in science to commonly held ideas described in the research on learning. The assessments can be used to reveal the variety of conceptions and misconceptions and scientific ideas students bring to their learning.	K-8 th
Internally-Created Benchmark Assessments (Formative)	Teachers and instructional leaders will collaborate to create these assessments based on the American Association for the Advancement of Sciences (AAAS) benchmarks. Teachers will use data from these assessments to monitor progress towards goals and identify where review, reteaching, and remediation is necessary.	K-8 th
Performance Assessments, Lab Reports (Formative)	Teachers will use performance assessments, where students construct their own responses to problems and questions, and lab reports to measure student understanding and monitor progress towards goals.	K-8 th
Research and Innovation Science Fair (Summative)	Towards the end of each year, students will participate in a Research and Innovation Science Fair that will offer students the opportunity to practice investigation and innovation. Students will be assessed on how effectively they use the scientific method to develop and conduct their project. Teachers will analyze data gathered from the Fair prior to the close of the school year and use	3 rd -8 th

	this data to inform year-long planning for the following year.	
DC CAS (Summative)	Each spring, students will take the Science portion of the DC CAS in 5th and 8th grade. During August training of the following year, 5 th and 8 th grade teachers will use data from these assessments to analyze and evaluate the effectiveness of their instruction. 6 th grade teachers will use this data to inform their instruction for the coming year.	5 th and 8 th

<i>Information, Media, Technology Literacy (K-8)</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
EasyTech (Diagnostic, Formative, Summative)	The EasyTech curriculum includes built-in assessment components. On an ongoing basis, teachers will use the data gathered from these assessments to inform reteaching, intervention, and enrichment.	K-8 th
Internally-Created Assessments & Projects	In supplementing the EasyTech assessments, the school will create its own assessments to ensure student performance on all standards is adequately measured. Where, for example, a media literacy strand might not be adequately covered in the EasyTech curriculum and assessments, the school will work to create a culminating project that allows students to demonstrate mastery of this strand.	K-8 th

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e. STUDENTS WITH EXCEPTIONAL NEEDS

Ingenuity Prep is committed to the belief that all students can achieve at high levels regardless of whether a student has a disability or not. To ensure all students are able to learn at high levels, it is paramount that instruction be differentiated to meet the individual needs of learners. This is as true for students with disabilities as it is for those without disabilities. One of the unique aspects of the academic program at Ingenuity Prep is that differentiation and small-group lessons are built into the foundation and school structure. During literacy and math instruction, students will be learning in small groups learning content through instructional strategies geared towards ensuring all students in the group are able to access the content. Through the use of adaptive digital content, students will have opportunities to learn and reinforce skills and knowledge at their current instructional levels. Further, as a school driven to collect, analyze, and apply data, instruction will be highly focused on teaching students at their level. Instruction and small group composition will be highly responsive to the data and will adjust as students acquire increased levels of content mastery.

For students with disabilities, having an academic program in which differentiation and small group instruction is built into the structure of the school will provide an inclusive environment in which individual needs can be met while continuing to interact with classroom peers. Too often, students with disabilities have instruction delivered in a separate classroom environment beyond their Least Restrictive Environment (LRE), depriving them of valuable opportunities to take part in the building of classroom culture. Ingenuity Prep is committed to delivering instruction in an full inclusion setting and preference will be for the provision of services to take place within the general classroom, provided this meets the individual IEP goals and LRE needs of students with disabilities. However, in accordance with the Individuals with Disabilities Education Improvement Act (IDEA 2004) the school will ensure that all services are provided in accordance with the student's Individual Education Plan (IEP) in the setting most appropriate for that student.

Ingenuity Prep strongly believes that support for struggling learners does not begin at the identification process. Instead, high-quality academic programs have robust systems that closely monitor the development of all students to ensure that learning is happening at appropriate rates. To that end, Ingenuity Prep intends to implement a Response to Intervention (RTI) structure within the school. RTI is a structured approach to ensuring the success of all students and for effectively responding when progress is not made. As outlined by the National Center on Response to Intervention, there are four key components to a strong RTI program:

1. A schoolwide, multi-level instructional and behavioral system for preventing school failure
2. Screening
3. Progress Monitoring
4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)⁶²

⁶² National Center on Response to Intervention, *Essential Components of RTI* (2010), U.S. Department of Education, http://www.rti4success.org/pdf/rtiessentialcomponents_042710.pdf (accessed 29 Dec. 2011), p. 1.

Level 1 of the school's RTI program will consist of a core instructional program that is of the highest quality that addresses the academic needs of at least 80% of students. The school's small-group, differentiated approach to learning is set up to ensure students are successful in the classroom and that teachers are responsive to individual needs. In the event that a student is not making adequate progress at Level 1, the student will move to Level 2. At Level 2, students are referred to the Student Support Team (SST). The SST is a diverse team comprising teachers, support staff and administrators. The SST will meet regularly to gather additional facts about referred students, ask clarifying questions, and offer multiple classroom and non-classroom based interventions. The SST will assign a case manager from the team to oversee the timely implementation of interventions and provide support to teachers and other staff. Individual students will be reevaluated by the SST team approximately 6 to 8 weeks after their initial referral so that the SST can determine necessary next steps. If adequate progress is still not being made, the determination will be made whether to evaluate a student to determine if that student qualifies under one of 13 federally recognized disability categories. If a student is identified as having a disability, the student will be considered as being in Level 3 of the RTI structure. At Level 3, a student receives specialized delivery of instruction as outlined in a student's IEP or 504 plan, developed by the student's IEP following identification of a disability.

One key piece of a high quality RTI program involves proactive screening of all students to ensure early identification of potential academic, behavioral, verbal, social-emotional, physical, visual, and/or gross and fine motor challenges. Over the 2012-13 founding year and prior to the school's August 2013 opening, instructional leadership at Ingenuity Prep will research, evaluate, and/or develop screening tools that will be administered to all entering students. Data from these screening tools will be shared with necessary teachers and staff. Further, screening tool data will be considered if a student is referred to the SST.

At Ingenuity Prep, students with disabilities will receive services from educators and related service providers who are highly qualified (possess or are eligible for DC certification in their endorsement area) under NCLB. In providing services through the least restrictive environment (LRE), the school anticipates that a majority of its students will receive services through full-inclusion in a general education classroom. With this in mind, one teacher on each grade level teaching team (most likely one of the three literacy teachers) will be certified in special education and positioned to deliver and coordinate services to ensure each individual student's IEP requirements are being met. The school will also hire a full-time special education coordinator who will conduct education evaluations for special education, chair eligibility committees, oversee related service providers, inform the school community about Child Find, oversee compliance (with the Head of School) required by IDEA and the School Reform Act, and ensure that all timelines and due process procedures are strictly adhered to. Further, the special education coordinator will be a trained special educator capable of providing special education services, particularly for students who require services provided outside of the general education classroom. Founding Group member Will Stoetzer, a former special educator with a Masters degree in Special Education, has provided guidance to the Founding Group in regards to best practices in special education and how to develop an academic program to ensure all students are successful. Following approval of the

charter, Mr. Stoetzer will continue to provide support to the school in this area.

Ingenuity Prep will endeavor to increase the capacity of all the adults working with students with disabilities by emphasizing that special education is a service, not a place, and that every teacher at Ingenuity Prep is a special educator and responsible for addressing the individual needs of all students in the classroom. To build staff capacity around special education consistent professional development in the areas of evidence-based practices for learning and behavior, special education law and procedures, IEP development and delivery, will be incorporated into professional development opportunities both within and external to the school. In many cases, special educators are viewed as the primary advocates for students with disabilities within the school building. At Ingenuity Prep, all teachers will be advocates for all students, including those with disabilities and those without. All teachers will be responsible for ensuring all students receive a fair and appropriate education, with teachers expected to be advocates within and beyond the school community in ensuring students' individual needs are met.

In addition to staff education, Ingenuity Prep will work closely with parents and families of students with disabilities. The school will ensure parents have the necessary information in regards to disabilities, legal rights of parents and students, and school and community support resources among other topics. Beyond simply providing information, the school will build collaborative relationships with parents and families of students with disabilities to ensure a consistent stream of communication. The school believes that building positive and proactive relationships will lead to improved outcomes for students both in the school and home environments while resulting in fewer contentious situations between the school and families of students with disabilities, which can often occur in schools without strong relationships with parents and families.

Ingenuity Prep has elected to be its own LEA for special education purposes, and will therefore be eligible for IDEA Part B funds to offset evaluation and other costs borne by LEA-charters. The school will actively collaborate with DCPS to ensure services are provided in a continuous manner in the event that a student moves into or out of a DCPS school. The school will also facilitate a smooth transfer of necessary records, including a student's IEP, to and from DCPS for students with disabilities.

A. EDUCATION PLAN

2. CHARTER SCHOOL CURRICULUM

f. ENGLISH LANGUAGE LEARNERS

As stated in its philosophy outlined in Section A.1.b, Ingenuity Prep believes "all students are capable of making significant academic progress and should be provided ambitious goals and expectations." With this in mind, the school will meet the needs of English Language Learners in following the process outlined by U.S. Department of Education's Office for Civil Rights. Co-Founder Aaron Cuny is currently in his third year as Resident Principal at DC Bilingual Public Charter School, a Spanish-English dual immersion program. In his experience at DC Bilingual, Aaron has supported

all of the following processes described below in meeting the needs of the school's English Language Learners.

Enrollment. Ingenuity Prep's enrollment process will not discriminate based on English language proficiency or immigration status. The school will actively seek to support in the enrollment process those families who are not proficient in English. In these efforts, the school will utilize internal and, where necessary, external resources to provide for written and oral translation of key information.

Identification. Upon enrolling, the school will support all families in completing a survey designed to gather information that will allow the school to best meet the needs of the student and family. Among other things, this information will allow the school to determine parents' preferred language of communication and identify students who may need initial ELL language screening. The school will ensure the initial process for identifying ELLs is thorough and timely.

Assessment. Those students recommended through the identification process will be assessed using the WIDA ACCESS Placement Test. In providing for valid and reliable results, the school will ensure the administrators of this assessment are appropriately trained. Results of this assessment will be used to determine the students' levels of English language proficiency and, accordingly, what level of programmatic and instructional support they should receive. Results of the assessment will be shared with parents.

Placement, Model & Services. In supporting students identified as ELLs through the ACCESS Placement Test, the school's Director of Curriculum, teachers, and parents will collaborate to develop an educational plan that outlines baseline proficiency levels (per the ACCESS), language goals, and the corresponding services to be implemented towards those goals. Given the current demographics of the school's target population (see Section A.1.a), the school expects to have a small ELL population (projected at less than 5% of its total population). In ensuring this population receives rigorous and appropriate English as a Second Language services, the school will leverage the following:

- *Consistent Small-Groupings of Students:* The school's primary instructional structures will naturally lend themselves to the support of ELLs, with most instruction in the core content areas occurring in small-groups and most instruction in non-core content areas occurring in a split class. These groupings will provide for a lower student-teacher ratio and, thus, allow students more frequent opportunities to interact and engage and teachers greater opportunities to check for students' understanding.
- *A Strong Literacy Program:* The school's literacy program will provide for three hours of daily small-group and individualized literacy instruction (see Section A.2.b). With three highly qualified literacy teachers in each K-5 classroom--each focused on specific components of students' literacy development while collaborating across these areas around students' holistic literacy development. An additional biweekly Academic Enrichment/Intervention block provides further opportunity to reinforce this literacy development.

- *Utilization of Specially Designed Academic Instruction in English (SDAIE) and other Best-Practice Strategies for ELLs:* Teachers of ELLs will receive specialized SDAIE training. Additionally, the school's instructional practice will regularly emphasize for all students--and particularly ELLs--conscientiousness in instructional voice, wait time, emphasis on visual clarity and graphic organizers, regular opportunities for student voice--including frequent think-pair-shares, representational kinesthetic motions, and strong vocabulary practice.
- *Pull-Out and Push-In Intervention Support as Needed:* While most ESL support will be provided in-class through the structures outlined above, when necessary, in order to meet the individual needs of all students, the school will offer additional push-in or pull-out support.

Transition/Exiting. All ELL students will be annually assessed using the WIDA ACCESS. Results from this assessment will be used to determine when students have attained English language proficiency. While this progress will be celebrated, as the school continues to provide best practice for language instruction in the classroom, students will likely see little substantive change in their participation in the school's academic program.

Monitoring. The school's strong culture of data-driven instruction will provide regular, strategic opportunities to monitor students' language development. Among other things, the school will monitor students' progress through ongoing conversation, in-class verbal and written checks for understanding, daily exit tickets, weekly quizzes, a range of projects, stories, and essays, and periodic interim assessments. Additionally, the school will use diagnostic and summative assessments as well as its annual administration of the WIDA ACCESS. Data from all of these assessments will be used on a regular basis to inform instructional and programmatic decisions for the school's ELLs.

A. EDUCATION PLAN

2. CHARTER SCHOOL CURRICULUM

g. STRATEGIES FOR PROVIDING INTENSIVE ACADEMIC SUPPORT

Based on achievement data for its target population (see Section A.1.a), the Founding Group anticipates that a high percentage of students will enter its school performing below grade-level benchmarks in both literacy and math. With this said, the school is confident that that these achievement gaps can be closed through provision of the following:

Strong Culture of Data-Driven Instruction. The Founding Group believes the school will be best positioned to meet the academic needs of its students if teachers and school leaders are constantly equipped with up-to-date, nuanced data on students' understandings and misunderstandings. Given this, the group believes the most critical component of closing the achievement gap is a strong data-driven instructional culture, including the following:

- ongoing administration of rigorous diagnostic, formative, and summative assessments
- regular analyses of performance data and student work for those assessments, and
- purposeful reteaching and intervention based on those analyses

Co-Founders Aaron Cuny and Will Stoetzer have, in their current positions, been leaders in driving their school's data-driven-instructional work. Over the past 2.5 years, they have engaged in regular collaboration with Justin Jones of the Achievement Network in developing their practice in this area. As a result of the strong gains the school has demonstrated on Achievement Network interim assessments, the school has been showcased at Achievement Network events. Additionally, Co-Founder Aaron Cuny has spoken at Achievement Network leadership panels and co-presented with Achievement Network Founder John Maycock at the 2011 Gates Foundation "Unleashing Group Genius" Conference. With this experience, the Founding Group will provide for the following at Ingenuity Prep:

- Diagnostic/baseline assessments will be administered at the beginning of each year and prior to the start of each term.
- Across each term, formative assessment data--in myriad forms--will be gathered on a daily basis.
- At the close of each term, interim assessments will be administered, and will serve as key indicators of progress towards year-long goals.
- Robust, "teacher friendly" systems will be used to input, monitor, and analyze assessment data--including that from digital content providers.
- School leadership will support teachers in their analysis of assessment data, with full-day data-analysis days by term and more frequent data check-ins across each term.
- Ongoing analyses of assessment data will be used to 1) identify who is/isn't learning, 2) identify why students are/aren't learning and 3) inform the following strategies, supports, and interventions:
 - communication with students on progress towards their goals
 - communication with parents on areas of support outside of school hours
 - long-term, unit, and daily lesson plan content and instructional strategies
 - students' focus areas for their individualized work on the digital content
 - the balancing/re-balancing of small-groups
 - the content/strategies delivered during the Academic Enrichment/Intervention block
- Finally, regular schoolwide reflection meetings will be held to evaluate the effectiveness of the school's assessment administration, data collection and analysis, and follow-up strategies, supports, and interventions.

Through these efforts, the Founding Group is confident it can provide for greater efficiency and effectiveness of instruction and, thereby, better meet students' individual academic needs.

Extended Day and Extended Year Schedule. Ingenuity Prep will offer an extended day schedule running from 8 a.m. to 5 p.m. and an extended year schedule running from early August through late June. Given a high quality of instruction, this increase in the quantity of instructional time will support the school's mission of ensuring students meet college readiness expectations for both core content skills and knowledge and 21st century skills and knowledge. The extended day schedule

will provide for the instructional time necessary to develop skills and knowledge in classes such as Information, Media, & Technology Literacy and the core content classes of Literacy and Math. In fact, with three hours of Literacy per day and 1.5 hours of Math per day, the daily allocation of instructional time for these core content areas is comparable to that of other high-performing charter schools such as those in the KIPP, Achievement First, and Uncommon networks. Additionally, the school is considering hosting an “Opportunity Camp” during the month of July for those students performing below-grade-level in the core content areas. This time will leverage small-group instruction, individual tutoring, and digital content to provide the remediation necessary to prepare students for success in the following school year. Altogether, students at Ingenuity Prep—particularly those performing below-grade-level in the core content areas—will benefit from significantly more high-quality instructional time than their peers at most other district and charter schools in the city.

Small-Group Rotational Model in Literacy and Math. In the Ingenuity Prep Literacy and Math classrooms, small groups of students will rotate across interactions with teachers, peers, and digital content. In this model, teacher facilitated mini-lessons will consistently be delivered to small groups of typically 6-8 students. Student groupings will be informed by and differentiated for a range of data. Moreover, with the low student-teacher ratio in each rotation, students will have greater opportunities to engage and share their thinking. Additionally, teachers will be better positioned to monitor and respond to individual students’ understandings and misunderstandings.

Use of Digital Content. As outlined in Section A.2.c, purposeful use of digital content holds great potential for meeting the individual learning needs of all students, particularly those performing below-grade-level in the core content areas. In providing for an individualized course of study and adaptive responsiveness within that course of study, this mode of instructional delivery will ensure students are regularly working within their zone of proximal development. Furthermore, in providing engaging programs within which students receive regular feedback on and recognition of their work, students’ investment in their learning will be notably increased.

Major Investment in K-5 Literacy Staffing. Given its foundational importance, the school will make a significant investment in staffing its K-5 literacy classrooms, with three highly-qualified, content-specialized literacy teachers in each classroom. By increasing each class size to approximately 30 students, the school is able to leverage additional per pupil revenue to fund this human capital investment. And, with consistent implementation of the rotational model described above, the potential downsides of the larger class size are negligible. While regularly collaborating on the holistic literacy development of their students, each teacher within the literacy classroom will assume primary responsibility for the outcomes of one of the following components of that literacy development:

- Decoding & Fluency
- Comprehension & Vocabulary
- Grammar & Writing, Listening & Speaking

Thus, one teacher will, for example, take ownership over instruction and outcomes for students’ comprehension and vocabulary. This teacher will lead a small-group rotation focused on

comprehension and vocabulary development and will, in turn, primarily track, monitor, and analyze that data. Additionally, he/she will regularly collaborate with the other literacy teachers on his team to share data and identify areas of support across the other components of students' literacy development. In each group of literacy teachers, one will serve as a Master Teacher, with this individual responsible for coordinating the collaboration and support of the others on his/her team. With three highly-qualified, content-specialized literacy teachers in each classroom—each facilitating small-group instruction and each focused on a specific component of literacy outcomes—the school will be well-positioned to identify and meet students' individual needs.

Grade-Level-Band Looping. At Ingenuity Prep, each Preschool and Prekindergarten class (one group of approximately 24 kids per grade level) will be supported by a team of three teachers:

- One math/science specialist
- One literacy/social studies specialist
- One teaching assistant

Each Kindergarten - 5th grade class (two groups of approximately 30 students per grade level) will be supported by a team of five teachers:

- Three literacy specialists (as outlined above)
- One math specialist
- One cross-disciplinary teacher (who, across the course of a week, will teach Science, Tech Literacy, Social Studies, and Civic Leadership)

In teams, teachers will loop with their class of students across the following grade-level bands:

- PS to PK
- Kinder to 2nd grade
- 3rd to 5th grade

Thus, a student will have one teaching team for PS and PK, one teaching team for Kinder - 2nd grade, and one teaching team for 3rd - 5th grade. For all students, particularly those in need of intensive academic support, the grade-level-band looping process provides a number of benefits:

- *Continuity in Relationships:* While students at Ingenuity Prep may--in any given year--have a higher number of teachers than a traditional model, the looping process will provide for greater continuity over time. This will have profound implications for the ability of both students and families to develop stable relationships as students grow and develop.
- *Continuity in Expectations:* Our looping model will minimize the inefficiencies that typically occur at the beginning of each new school year when students learn the new expectations, procedures and protocols for new teachers and new classrooms.
- *Continuity in Support:* With our looping model, as teachers begin the second and third years of the loop, they do so with intimate knowledge of students' individual social and emotional needs, academic performance levels, learning styles, and specific areas of strength and growth. Furthermore, they bring full context for the instructional strategies--both successful and unsuccessful--used the previous year.

- *Expanded Breadth of Teacher Content-Knowledge:* Finally, in this looping model, teachers have the opportunity--within their respective content areas--to expand their breadth of content expertise. A math teacher looping with a class of students from Kindergarten through 2nd grade, for example, develops a range of content-area expertise that likely wouldn't occur were he/she to spend several years within the same grade-level. This expanded base of content knowledge provides a strong foundation for subsequent transition into content-area-coaching, potentially within the school's own leadership pipeline.

Enrichment/Intervention Block. Twice a week, all students will have Enrichment/Intervention class, with the content they focus on and the support they receive dependent on performance levels in literacy and math. During this time, those students performing below grade-level will have another opportunity to engage in focused, data-driven online remediation lessons and practice on their highest priority areas of development. While students work independently and/or with peers, teachers facilitating this time will pull small-groups of students most in need of support for remediation lessons.

Robust Teacher Professional Development. Teacher support and professional development will serve as a key driver for the school's capacity to effectively support students performing below grade level. With this in mind, the school will provide for the following:

- Individual professional development plans for each teacher, collaboratively-developed with a member of the school's instructional leadership team
- At least one individual coaching meeting per week with a member of the school's instructional leadership team
- Two-hours of teacher preparation and planning per day, Monday through Thursday
- One-hour of differentiated professional development each Friday

Throughout these planning, coaching, and professional development experiences, a strong emphasis will be placed on data and student-work analysis, particularly for those students performing below grade-level.

A. EDUCATION PLAN

3. STUDENT PERFORMANCE

a. GATEWAY MEASURES

The school will use key data points from formative and summative assessments and student work samples to determine eligibility for promotion. As outlined below, students will gather, reflect on, and share-out on these data points and work samples at intermediate points throughout the year and at the end of the year.

Performance Tracking Systems. The school will establish integrated systems for tracking student performance as it seeks to make informed decisions on student promotion and retention. In his current position, Co-Founder Will Stoetzer has worked to create and manage data management

systems that allow school leaders and teachers to utilize both formative and summative assessment data. This work will inform the development of Ingenuity Prep's own systems for tracking and monitoring formative assessment data, summative assessment data, portfolio data, and report card data.

End-of-Year Portfolio. All students in grades K-8 will compile, across the year, a portfolio outlining their performance as it relates to both the academic and non-academic goals for their respective grade-level. This portfolio will include:

- key data points from key summative assessments
- key data points on students' individual progress in the digital/online learning platforms
- a progression of writing samples from across the year
- behavioral rubric data
- written reflections and/or oral testimony on other key formative learning experiences, including students experiences in their Civic Leadership class

These end-of-year portfolios will place a strong emphasis on students' literacy performance, with DRA, Chicago STEP, and NWEA assessments (discussed further in Section 2.A.d) providing key data points.

Marking Term Portfolio. For each marking-term (approximately every 7-8 weeks), students will compile a small portfolio, with several data points and student work samples backwards-mapped from and aligned to the End-of-Year Portfolio. For example, a 3rd grader might for his Marking Term Portfolio include, among other things, scores from his most recent Achievement Network interim assessment, scores from his most recent STEP assessment, and a written reflection explaining the group collaboration strategies he utilized in his Leadership & Team Problem-Solving class.

Student Engagement. At the beginning of each year, students will set academic and non-academic goals. Developmentally appropriate ongoing tracking of academic and non-academic performance data and reflection on work samples will provide students institutionalized opportunities to self-monitor their progress against their goals, identify successes to be celebrated, and determine next steps for growth. This ongoing tracker will occur over the course of each marking term and will be synthesized--within the Marking-Term Portfolios--every 7-8 weeks.

Parent Engagement. As noted above, the information provided in students' marking-term report cards will be aligned to the key data points students will report on in their Marking-Term Portfolios. Part of the parent-teacher conference schedule will provide time for students to review with their teacher and parent/guardian the aligned report-card (produced by the school/teacher) and portfolio (produced by the student).

Criteria for Promotion. A student will be promoted if he/she:

- is above/at/near grade-level performance--particularly in his/her literacy and math performance--as evidenced in the key data points and student work samples compiled in his/her End-of-Year Portfolio,
- has made significant progress towards grade-level performance--particularly in his/her literacy and math performance--as evidenced in the key data points and student work samples compiled in his/her End-of-Year Portfolio

Ongoing Monitoring & Intervention. Teachers and instructional leadership will, on an ongoing basis, monitor students' performance data to gauge promotion and retention probability. Students in danger of retention will receive "deep dive" analysis and intervention planning with the school's Student Support Team. Teacher, parent/guardian, and student review of Marking-Term Portfolios will provide opportunities to discuss--as appropriate--likely promotion/retention at intermediate points throughout the year

A. EDUCATION PLAN

3. STUDENT PERFORMANCE

b. LEADING INDICATORS

Promotion of High Levels of Attendance & Engagement. The school will implement a range of strategies to promote high levels of student attendance.

- **High Expectations.** In initial orientation communication and beyond, the school's teachers and leaders will communicate to students and parents clear and specific expectations for acceptable attendance and tardy rates. The school will work to provide concrete explanations on the implications of missed school time (for example, loss of opportunity to participate in guided reading lesson as a result of arriving late on a given day).
- **Tracking & Reporting.** The school will use its student information system to track and share through dashboards and updated reports students' attendance levels. Schoolwide and class-level attendance rates will be publicly displayed.
- **Student & Family Investment.** In addition to using concrete educational implications to invest students and families in high attendance rates, the school will implement schoolwide, classroom, and--within each classroom--small group incentive systems to recognize low rates of absences and tardies. Classes and small-groups with the best attendance rates will be recognized at weekly community meetings.
- **Communication & Accountability.** Each time a student is absent or tardy, the school will send a recorded call to parents through its auto-call system and an auto-text message through its student information system.
- **Systems for Intervention.** Early in the year, the school will establish a low threshold for the rates of absences and tardies that warrant strong intervention. A tiered intervention system will quickly progress from auto-responses to parent-teacher conferences to parent-leader conferences.

Promotion of High Levels of Re-Enrollment/Retention. The school’s re-enrollment/retention rate will likely have a profound impact on school culture and organizational development. With this in mind, the school will implement a range of strategies to promote high levels of re-enrollment and retention.

- **Ongoing Relationship Cultivation.** The school will seek to cultivate strong relationships with its primary constituents--students and families--through 1) ensuring ongoing communication is characterized by respect and humility, 2) actively organizing relationship-building events such as potlucks, and 3) leveraging the continuity in teacher-student and teacher-parent relationships that will occur as a result of extended grade-level band looping.
- **Opportunities for Engagement.** In addition to relationship-building events, the school will seek to actively engage parents in supporting the overall mission of the school. This might involve parents serving as greeters in the morning or volunteering in the classroom later in the day.
- **Systems for Feedback.** The school will establish regular ongoing systems for gathering and analyzing parent feedback. Additionally, and most importantly, the school will transparently and systematically respond to parent feedback. This might involve meetings after each parent survey is given in order to discuss survey results and the school’s intended follow-up.
- **Systems and Protocols for Re-Enrollment.** The school will clearly and thoroughly communicate to parents procedures for re-enrollment, including surveys in November and February to determine families’ re-enrollment plans.

A. EDUCATION PLAN

4. SUPPORT FOR LEARNING

a. PARENT INVOLVEMENT

Ingenuity Prep sees parent involvement as a critical component of the school’s success--both in guiding and supporting the work of the school. The school’s approach to parent involvement will involve three key strategies, each critically important to the success of the others:

- Build Relationships
- Cultivate Voice
- Communicate & Collaborate to Support Students

1. Build Relationships

The establishment of positive, trusting relationships across the school community—but particularly among parents, teachers, and school leaders—is the most critical and foundational component of parent involvement. With this in mind, the school plans for the following:

Parent Orientation. Prior to the start of each school year, the school will host an orientation for parents. A major focus of this time will be the cultivation of relationships amongst parents and between parents and members of the school's instructional and non-instructional staff.

Ongoing Communication. Through face-to-face meetings at school, phone communication, and home visits, the school will promote--on an ongoing basis--positive communication between parents and teachers.

Community-Building Events. Beyond regular, ongoing communication, the school will host events across the school calendar that provide opportunities for relationship-building. Among these will be family potlucks and student work showcases--both organized on a per term basis by grade-level teams.

2. Cultivate Voice

In the process of building positive, trusting relationships with parents and families, the school will seek to provide substantive opportunities for parent voice to inform the vision and operations of the school.

Parent-Teacher Association. The school will support parents in organizing a Parent-Teacher Association. This body will provide a productive forum for the following:

- discussing cultural, operational, and academic updates from teachers and school leadership
- sharing in celebrations of what's working at the school
- collaborative, solutions-based conversations to strategize on areas of improvement.

Board of Directors. As outlined in Section B2b, two parent representatives from the school's Parent-Teacher Association will serve on the school's Board of Directors. These individuals will ensure the interests of the parent community are conveyed and considered by the Board when engaged in decision-making. As those most closely involved with the students of the school, the parent Directors are an integral part of ensuring the Board remains focused on enabling the school to provide the highest quality academic program.

Parent Surveys. The school will administer quarterly surveys designed to provide parent voice and perspective on key schoolwide and classroom goals and progress benchmarks. This data will be analyzed and shared publicly across the school community. Furthermore, it will provide an important source of data for the school's continuous improvement action planning process.

Focus Groups. Where the school seeks to perform a "deep dive" on key data points from its quarterly surveys, it will organize externally-facilitated parent focus groups to further probe parent perspective and identify supporting anecdotes. Again, data gathered from these focus groups will inform the school's continuous improvement action planning process.

3. Communicate & Collaborate to Support Students

With positive relationships established and systems for parent voice provided, the school will be in a strong position to communicate and collaborate with parents around the support of students' academic and socio-emotional development.

Parent Orientation. As noted above, prior to the start of each year, the school will host a parent orientation. In addition to the relationship-building component of the orientation, the school will share with parents academic and behavioral expectations for students as well as concrete ways in which parents can continue to support their children outside of the classroom.

Daily Reports. As described in detail in Section A.4.c, the school will use its Core Values Leadership Log to provide an organized platform through which, on an ongoing basis, 1) students can reflect on their behavior as it relates to the school's core values, 2) teachers can provide their assessment of student behavior, and 3) parents can monitor this information. Additionally, these reports--which are to be signed by parents or guardians on a nightly basis--provide parents and teachers data points around which to collaborate on student support.

Report Cards. Too often, the design and content of report cards fail to provide parents with relevant, accessible, and actionable information. Ingenuity Prep will design its own report cards, specifically with these criteria in mind. In particular, the school will ensure report cards provide clear, concise "next steps" for supporting students' academic and socio-emotional development. Co-Founder Will Stoetzer has led this process in his current position. A sample of what this document might look like is included in the Appendix.

Parent-Teacher Conferences. Rather than mailing report cards home or sending them home with students, the school will establish post-marking term parent-teacher conferences as the primary means through which report cards are shared. With the flexibility provided by the school's team teaching model, the school will be positioned to schedule the conferences in a way that 1) is convenient for parents and 2) provides for conversations longer than the typical parent-teacher conference. Specifically, the school will provide parents the opportunity to sign-up for 45-minute conferences, with a range of available time slots across an entire week. With the extended conference time, teachers will be able to:

- listen to parents' own reports on student progress
- share progress updates across multiple content areas
- discuss concrete action steps for parents supporting students' learning outside of the classroom
- invite students to join the conference to, themselves, share with their parents and teachers key evidence of their learning as shown through their portfolios (outlined further in Section A.3.a).

At the Co-Founders current school, this model—of extended availability for and duration of parent-teacher conferences—was recently implemented to great success with a consensus of positive feedback from parents and teachers.

Parental Notifications for No Child Left Behind

Ingenuity Prep is committed to meeting all federal requirements under the No Child Left Behind (NCLB) Act. This includes the following:

- reporting on the Adequate Yearly Progress (AYP) of students for each grade and subject tested
- reporting on the percentage of students tested/not-tested
- disaggregation of all reported assessment data by a range of subgroups
- parental “right to know” notifications including the following:
 - the right to request and receive essential information on the professional and educational background of the teacher(s) instructing their child(ren)
 - the right to be notified when the child(ren) of a parent are taught by a non-highly-qualified teacher for more than four weeks (Title 1 schools).

A. EDUCATION PLAN

4. SUPPORT FOR LEARNING

b. COMMUNITY PARTICIPATION

Ingenuity Prep endeavors to form strong relationships with a range of community organizations across the city and, particularly, in the school’s surrounding community. As a school with a mission-driven focus on civic leadership, the adults and staff of Ingenuity Prep will actively model for students community engagement efforts. Early in the process, the founders met with Ward 6 School Board Representative Monica Warren-Jones, and Bonnie Cain, Education Advisor to Ward 6 Councilman Tommy Wells. Additionally, the school has engaged ANC 6D representatives Ron McBee and Rhonda Hamilton as well as local parent representative Melissa Rohan. In an effort to gather ideas from target-neighborhood parents on their current experiences with local schools and their desires for new options, the Founding Group is in the process of planning parent focus groups across a variety of neighborhoods and has already hosted one such meeting in Southwest DC. The table below presents initial outreach efforts with several community-based organizations. These efforts represent the beginning of what will be an ongoing process that will continue through the 2012-13 planning year in preparation for the school’s opening in August of 2013.

<i>Organization</i>	<i>Key Contact</i>	<i>Status</i>	<i>Nature of Partnership</i>
Near SE/SW Community Benefits Coordinating Council	Eve Brooks	Letter of Support	The founders have met with Ms. Brooks to discuss community engagement strategies in Southwest. Going forward, the founders will continue to collaborate with Ms. Brooks as the school considers the SW neighborhood for location.

DC Arts and Humanities Education Collaborative	Dixie Hairston	Letter of Support	In identifying programming for its Friday art/music block and daily after-care, the school is investigating partnership with this organization that works to promote a range of quality art programming across DCPS and charter schools.
SW Neighborhood Association	Kael Anderson	In discussion	The founders have spoken with Mr. Anderson, President of the SW Neighborhood Association, about community engagement strategies in Southwest.
Smithsonian Early Enrichment Center	Meredith McMahan	In discussion	As the school seeks to leverage the rich cultural resources in the area--particularly that of the Smithsonian museums--the school will partner with this organization as it supports early enrichment learning.
Life Pieces to Masterpieces	Erin Krivicky	In discussion	In identifying programming for the Friday art block, the school is investigating a partnership with this organization which seeks to use art to engage the creative abilities of African America males.

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c. SCHOOL ORGANIZATION & CULTURE

Given its powerful impact on student and staff satisfaction, family retention, and--ultimately--student outcomes, the Founding Group of Ingenuity Prep is committed to the explicit, strategic cultivation of a strong school culture. The school's STRONG core values, outlined below, will provide the core expectations of students *and* adults and thus the foundation around which much school culture will be framed:

- **Self-Aware:** Through regular reflection, we strive to know ourselves, our values, and our goals.
- **Tough:** When things get difficult, we work hard and persevere. We see error, failure, and critical feedback not as a permanent setback but as an opportunity to learn and grow.
- **Respectful:** We communicate and collaborate with others with humility, empathy, and compassion.
- **Open to new ideas:** We recognize we don't have all of the answers and are willing to listen to others and think outside the box. We strive to be creative and innovative.
- **Noble:** With honesty, integrity, and a willingness to admit our mistakes, we strive to demonstrate great character.
- **Grateful:** We recognize our own strengths, accomplishments, and good deeds and those of others. We take time to celebrate each other.

As elaborated on below, across the school--in sights, sounds, systems, and behaviors--these values will be evident.

Physical Space. At Ingenuity Prep, the physical space will serve as a primary tool for promoting the school's core values. Visually-compelling posters representing the school's core values will be posted on hallway and classroom walls. Pictures of proud students recognized for exemplary demonstration of the core values will be prominently displayed in the school's lobby. Projects and reports exemplifying student demonstration of the core values will be displayed inside and outside the classrooms.

Daily Classroom Community Meetings. To begin and close each day, classes will engage in short community meetings that will provide a primary forum for conversation on the school's STRONG core values. With a rotating daily focus on each of the six values, teachers across the school will facilitate a consistent protocol in which students engage in rich conversations sharing their reflections on ways in which that day's value has been and can be lived out. In these reflections, students will celebrate their peers and address their own respective areas of improvement as it relates to the daily focus.

Daily Leader Log. In addition to the regular classroom community meetings, the school's core values will be systematically promoted and monitored through the Daily Leader Log. While the format and implementation of this system will look different depending on students' developmental levels, its core functions will be consistent, providing an opportunity for the following:

- daily student self-reflection on STRONG behaviors as they relate to the school's core values
- daily teacher feedback on students' STRONG behaviors
- daily transparent communication to parents on students' STRONG behaviors
- a systematic way to gather quantitative and qualitative data--at the student, classroom, and schoolwide levels--on students' STRONG behaviors

Management of the system will be shared by teaching teams of five teachers at each grade level. On average, each teacher will be responsible for "closing out" the daily log for approximately 12 students. The beginning of the Choice Time (explained below) provides an explicit time for this process.

Choice Time. In adopting a best practice used at North Star Elementary in Newark, N.J., the school will close each day with 20 minutes of Choice Time. Those students who have met or exceeded baseline expectations for "leader" behavior, as documented in the Daily Leader Log, will earn the privilege of choosing from among various productive classroom activities. These students may, for example, choose to gather a group to play a math game, read a book with a friend, research a topic of interest on a computer, or create a dramatic play based on a recently read novel. Students who do not meet that day's baseline expectations for "leader" behavior will engage in a reflective, solutions-based process with the classroom teacher designed to empower the child with strategies to better meet the "leader" behavior expectations.

Weekly Schoolwide Community Meetings. A major forum through which schoolwide culture will be developed will be weekly schoolwide community meetings. These meetings, occurring each Friday, will provide for the following:

- Community chants/songs/affirmations
- Teacher recognition of students
- Student recognition of peers
- Leadership updates on progress towards schoolwide goals, areas of success, and areas of improvement

Multi-Tiered Student Recognition Systems. At Ingenuity Prep, students will be regularly and systematically recognized for a range of academic and non-academic achievements. The Founding Group has carefully and purposefully chosen “recognition” over “reward” as it believes public celebration and recognition to be a more effective and appropriate means of honoring students’ past achievements and investing students in future achievement. Recognitions will occur at the following levels, for the following reasons, and in the following ways:

<i>Levels at Which Students Will Be Recognized</i>	<i>What Students Will Be Recognized For</i>	<i>How Students Will Be Recognized</i>
<ul style="list-style-type: none"> • Individual • Small-Group • Classroom • Schoolwide 	<ul style="list-style-type: none"> • Overall academic achievement levels • Academic improvement • Exemplary demonstration of core values 	<ul style="list-style-type: none"> • Public recognition within classroom • Public recognition at schoolwide events such as the weekly schoolwide community meeting • Posted pictures in public space • Provision of celebratory badges

High Expectations for and Clear Systems Around Student Behavior/School Discipline.

Outlined in more depth in Section A.4.e, it bears noting here the critical importance of expectations for and systems around student behavior and school discipline in providing a foundation for a positive school culture. Toward this end, school leadership will invest heavily in building a shared vision in these areas.

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d. EXTRACURRICULAR ACTIVITIES

With an extended day schedule, Ingenuity Prep is positioned to offer the instructional time necessary for students to 1) develop strong skills and knowledge in core content, 2) cultivate 21st century skills and knowledge, and 3) have rich foreign language, fine art, performing art, and musical experiences. All students will engage in the following extended day classes, lasting from 3:45-4:30 p.m. Mondays-Thursdays and 1:45-3:45 p.m. on Fridays. Students’ individual schedules during these extended day classes will be informed by academic standing and parent and student choice of foreign language and extracurricular art and music offerings.

Extended Day Classes

Foreign Language. With the goal of offering a rich, engaging, innovative foreign language experience within budgetary constraints, the school intends to leverage the digital content offered through Rosetta Stone⁶³. While the costs of providing multiple foreign language offerings--or even a single offering within small groups--through a traditional teacher-facilitated classroom would be prohibitive, delivery of content through the Rosetta Stone platform will offer many advantages:

- *Parent Choice:* Parents will have the ability to choose from among the wide range of languages offered through program and, subsequently, sign their child up for an individualized course of study in that language. A family who has recently immigrated from Sudan might choose the Arabic program for their child. Another, with family members in El Salvador, might choose the Spanish language program. A third, with an eye to the future, might choose Mandarin. Within this model, there is unprecedented capacity to meet parent/student needs and interests.
- *Intense Engagement:* Through the Rosetta Stone platform, students' language learning will be characterized by constant engagement. With rich visual imagery and a high level of interaction, students will learn and practice listening comprehension, speaking, reading, and writing for their respective language.
- *Individualized Pacing and Adaptive:* In this language model, students will be free to move through lessons as quickly or slowly as they need. Additionally, each step of the way, the program will ensure students receive adaptive feedback based on their performance.
- *Beyond the Classroom:* Students particularly invested in their language study can take it with them—home, to the library, or wherever they might have internet access.

As outlined in the sample schedule provided in Section A.4.g, students will have two explicit foreign language blocks each week during extended learning time. The school is also investigating the potential for establishing partnerships with local organizations to provide native speakers from the community to facilitate discussion groups for cohorts of students studying a common language.

Academic Intervention/Enrichment. Twice a week, during extended day learning, students will have an Academic Intervention/Enrichment class. Through support from teachers and online learning programs, students who are performing below grade-level in core content will receive remediation. Students who are performing above grade-level will participate in enrichment activities. One curriculum the school is considering for this content is Destination Imagination. In involving students in collaborating as a team to identify creative and innovative solutions to problems, the program has a particularly strong alignment with the school's mission.

Friday Afternoon Art & Music. During Friday afternoon extended-day time, students will have the opportunity to attend both art and music classes. In collaboration with the Head of School, the Director of Business and Operations will oversee the management of contracts with several community-based organizations to provide services during this time. As outlined in Section A.4.b, the school is currently cultivating relationships with several of these organizations, such as Life

⁶³ <http://www.rosettastone.com/Schools/overview/how-we-teach>

Pieces to Masterpieces. Over the 2012-13 founding year, the school will evaluate options to select high-quality service providers for these classes. In order to ensure consistency in expectations for students, upon contracting with external service providers, the school will organize trainings to establish a shared vision for behavioral and procedural expectations, schoolwide discipline policy, and other key components of school culture.

Before- and After-School Services

The school intends to offer a before-care program running from 7:00-8:00 a.m. each morning and an after-care program running from 5:00-6:00 p.m. Monday through Thursday. The school is currently investigating a range of services and activities to be offered during this time, including homework help, club sports, chess, and additional art and music classes. The school will charge for this programming, with parents of Free/Reduced Lunch students paying on a sliding scale.

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e. SAFETY, ORDER, AND STUDENT DISCIPLINE

Philosophy on Student Discipline

Several of the key philosophies outlined in Section A.1.a and noted below form the backbone of Ingenuity Prep's approach to student discipline:

- Students learn best in a positive, encouraging environment where there are high expectations for student behavior and procedural efficiency.
- Students learn best when adults are clear, firm leaders and when they ensure their communication with students is characterized by humility and a commitment to the promotion of students' dignity.
- Students learn best when adults are consistent in their responses to student actions and when they strive to meet each student's individual socio-emotional needs.

Beyond these philosophies, the school will seek to maintain an asset-based approach to managing student discipline as it seeks to promote leaders who demonstrate the Core Values outlined in Section A.1.b.

Clarity in Expectations and Protocols

Students are most likely to thrive in schools where there is clarity around what's expected of them. In order for this to occur, the adults in the school must themselves have clarity of expectations. With this in mind, Ingenuity Prep will invest heavily prior to the start of each year in establishing unified expectations for 1) student behavior, 2) schoolwide and classroom procedures, and 3) response protocols when students fail to meet behavioral or procedural benchmarks.

A Clear Discipline Plan. The primary means for establishing this clarity will be a thoughtfully - developed, nuanced discipline plan that clearly aligns behavioral infractions, consequences, and relevant teacher and administrator response protocols. The full discipline plan will be developed prior to the school's opening; however, for an example of a plan meeting these criteria and developed by Co-Founder Aaron Cuny in his current position, see the Appendix.

Daily Leader Log. The school will develop a Daily Leader Log that, among other things, will provide a daily space for students to 1) self-reflect on their behavior as it relates to the school's seven core values and 2) receive feedback from their teachers on their behavior as it relates to those core values. Rather than aligning to the formal Discipline Plan--which will be developed with adults as its audience, the Core Values Leadership Log will be developmentally-differentiated by grade-level. Each day, students will take their log home and have it signed by a parent/guardian--ensuring parents are able to monitor students' self-reflections and the behavioral evaluations of their teachers. Implications for students' performance against daily behavioral benchmarks is discussed further in Section A.4.c.

Supporting All Students. The school will consistently maintain high behavioral expectations for all students. For those students who struggle to meet those expectations--due to documented special needs or otherwise--the school will identify additional supports. This may, for example, involve the creation of an Individualized Behavior Plan that outlines additional strategies, support systems, consequences, and incentives--all designed to help the student reach the same high benchmarks for behavior as his/her peers.

Progress Monitoring

The school intends to use a Student Information System to track its discipline data. School leadership will regularly monitor this data to identify and analyze trends across individual students and teachers and across the school. The leadership will use this information to inform interventions for students and professional development and coaching for teachers.

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f. PROFESSIONAL DEVELOPMENT FOR TEACHERS, ADMINISTRATORS & OTHER STAFF

The establishment of an effective professional development (PD) experience for teachers, administrators, and other staff should follow best practice for effective strategic-planning. This process as it relates to teacher PD is outlined in the four steps below:

1. Establish a Comprehensive Vision of Teaching Excellence

A Rigorous Teaching Framework. In his current position, Co-Founder Aaron Cuny served as the primary designer and writer of his school's teaching framework, a document used to 1) provide a vision of expectations for teacher actions and 2) guide teacher professional development, coaching,

and evaluation. At Ingenuity Prep, he will collaborate with the school's Director of Curriculum & Instruction to create a similar document--drawing on model frameworks from Charlotte Danielson, Teach for America, and the District of Columbia Public Schools. This document--unique to the school's instructional model and vision--will form the foundation of the school's teacher professional development.

Video Models, Demonstration Lessons, and Peer Observations. In order to truly bring to life the vision of the teaching framework, the school will utilize a series of strategies. First, the school will gather external and--over time--internal videos to serve as exemplars across the various teacher actions of the framework. The school will begin this work by identifying external videos from Teach for America's professional development resources and Doug Lemov's *Teach Like a Champion* video models. Additionally, in providing concrete visions of instructional excellence aligned to the school's teaching framework, the school's instructional leaders will 1) provide model demonstration lessons in-class and out-of-class and 2) facilitate peer observations.

2. Determine a Focus & Set Goals

Too often, teacher coaching and professional development sessions are neither focused nor aligned to larger strategic professional development goals. Even a rigorous, comprehensive, and concrete vision of teaching excellence--outlined in a teaching framework--is, alone, insufficient in providing for effective professional development. Effective professional development must take the expansive set of skills necessary for great teaching, identify those that are most critical to driving student outcomes, and strategically focus on them.

Schoolwide Goals. Each year, the school's instructional leadership and teacher leadership will collaborate to 1) evaluate schoolwide instructional practice, 2) identify best practice from research and exemplar schools, and 3) create 2-3 overarching schoolwide professional development goals. While some allocation of coaching and professional development time will remain undesignated in order to be responsive to instructional practice data gathered during the year, much of this coaching and PD time throughout the year will focus on these goals.

Individual Goals. As noted above, in addition to the 2-3 schoolwide professional development goals, teachers will have a small number of differentiated individual goals. For under-performing teachers, these goals may focus on areas of development not shared by other teachers but nonetheless critical to improving student outcomes. Or, conversely, high-performing teachers may have differentiated individual goals designed to move them towards truly exemplary practice.

3. Provide Professional Development Aligned to Those Goals

With a clear vision outlined in the teaching framework and focused goals following from that framework, the school will offer a range of professional development experiences aligned to those goals.

Summer Institute. Over the course of three weeks prior to the start of the school's first year and two weeks prior to the start of every year thereafter, the school will host its Summer Institute. This time will be devoted to the following:

- team-building
- professional development on schoolwide goals
- data analysis from the previous year's summative assessments
- teacher curriculum writing
- classroom preparation

Weekly Preparation & Planning Time. The expected teacher work day will run from 7:15-5:15 p.m. Mondays through Thursdays and 7:15-4:15 p.m. on Fridays. On these days, teachers will have two hours (excluding lunch time) of independent and team-based preparation and planning. During this time, a teacher may, for example, evaluate exit tickets from the day's lesson, write lesson plans for the following week, and collaborate with a grade-level colleague on an intervention strategy for a struggling student. While the expected length of the teacher work day at Ingenuity Prep is longer than that of the average public school teacher, Ingenuity Prep teachers will have a significantly more limited scope of planning responsibilities than most public school teachers—with four of five teachers on each grade-level team prepping for only one subject each day. School leadership at Ingenuity Prep aims to set teachers up to accomplish all to most of their planning and preparation within their expected work day hours, allowing teachers to leave at the end of the day free from professional responsibilities. Teachers at Ingenuity Prep will see and hear school leadership value work-life balance and emotional health.

Weekly Individual Coaching Sessions. Once per week, each teacher will meet with a member of the school's instructional leadership team for at least 30 minutes for an individual coaching session. During this time, the coach will follow a tight schoolwide coaching protocol, including the following:

- analyzing student work and student performance data
- debriefing the week's observations
- supporting planning for the coming weeks

Weekly Friday Professional Development Sessions. Each week on Friday afternoon, while students are in extended day specials classes, teachers will come together for 90 minutes of professional development that, depending on the session, may include any of the following:

- guided-planning
- team collaboration
- data analysis, student work analysis
- whole-staff professional development (both administrator and teacher-leader led)
- differentiated small-group professional development

Full-Day-Friday Data Analysis & Reteaching PD. On the Friday following the close of each term, classes will be cancelled for students and teachers will engage in a full day of professional development aimed at analyzing the previous term's performance data and planning reteaching and intervention efforts for students who failed to meet performance benchmarks. With an

extended-year-schedule, the school is able to offer such an allocation of teacher PD time with a mitigated impact on student instructional time.

Full-Day-Friday Reflection and Pre-Term Planning PD. Two weeks prior to the start of each term, the staff will gather for another full-day of professional development. During this time, the staff will review data for and reflect on the effectiveness of the prior term’s reteaching and intervention efforts. Additionally, the staff will be provided guided-planning time for the upcoming term. Again, the extended-year-schedule allows for this allocation of teacher PD time.

External Expertise. In addition to the professional development opportunities outlined above, where the school finds outstanding expertise externally, it will seek to leverage that expertise. The following provides a few potential examples:

- model school/classroom visits
- school-year conferences
- external summer professional development opportunities

4. Monitor Progress & Continually Increase Effectiveness

The school will utilize several strategies for monitoring progress towards its professional development goals, including the following:

Instructional Leadership Observation. Instructional leadership will regularly gather data from plans and classroom observations to gauge the effectiveness of coaching and professional development and the extent to which the school is meeting its professional development goals. This data will be tracked, analyzed, and discussed at leadership team meetings.

Teacher Feedback. The school will employ a variety of systems for gathering teacher feedback on professional development

- Short evaluative surveys after each Friday afternoon PD
- More extensive quarterly surveys on coaching and PD
- Externally-facilitated teacher focus groups

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g. STRUCTURE OF THE SCHOOL DAY AND YEAR

Toward the end of achieving its mission and vision, Ingenuity Prep has crafted a daily schedule and year-long calendar aimed at maximizing the quantity and quality of rich, rigorous, and purposeful learning opportunities provided to students.

Daily Schedule

Daily Schedule Overview & Highlights: Monday-Thursday

	<i>PS-PK</i>	<i>K-5</i>	<i>6-8</i>
Arrival	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15
Breakfast	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.
Optional Morning Reading Block	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Independent Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms
Classroom Community Meeting	8:00-8:45 a.m. (includes Free Choice time)	8:00-8:15 a.m.	8:00-8:15 a.m.
Morning Instructional Block	8:45-11:00 a.m. (with mid-block break for snack & bathroom)	8:15-11:30 a.m. (with mid-block break for snack & bathroom)	8:15-11:45 a.m. (with mid-block bathroom break)
Lunch & Recess	11:00-1:45 (includes nap)	11:30-12:30 p.m.	11:45-1:00 p.m.
Afternoon Instructional Block	1:45-4:15 p.m.	12:30-4:30 p.m.	1:00-4:45 p.m.
Classroom Community Meeting and Choice Time/Reflection	4:15-5:00 p.m. (includes Free Choice time)	4:30-5:00 p.m.	4:45-5:00 p.m.
After-School	5:00-6:00 p.m.	5:00-6:00 p.m.	5:00-6:00 p.m.

* Monday-Thursday, over the course of each 7:15-5:15 work day, teachers will have 120 minutes of preparation, individual and collaborative planning, and one-on-one coaching.

Daily Schedule Overview & Highlights: Friday

	<i>PS-PK</i>	<i>K-5</i>	<i>6-8</i>
Arrival	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15
Breakfast	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.
Optional Morning Reading Block	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Independent Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms
Classroom Community Meeting	8:00-8:45 a.m. (includes Free Choice time)	8:00-8:15 a.m.	8:00-8:15 a.m.
Morning Instructional Block	8:45-10:30 a.m. (with mid-block break for snack & bathroom)	8:15-11:30 a.m. (with mid-block break for snack & bathroom)	8:00-11:15 a.m. (with mid-block bathroom break)
Grade-Level Band Community Meeting	10:30-11:00 a.m.	11:30-12:30 p.m.	3:45-4:15 p.m.
Lunch & Recess/PE	11:00-1:45 p.m. (includes nap)	11:30-12:30 p.m.	11:15-12:15 p.m.
Afternoon Instructional Block	1:45-3:30 p.m.	12:30-4:30 p.m.	12:15-3:45 p.m.
Classroom Community Meeting and Choice Time/Reflection	3:30-4:15 p.m.	4:30-5:00 p.m.	4:15-4:30 p.m.

*Fridays, over the course of each 7:15-4:30 work day, teachers will have 90 minutes of preparation, individual and collaborative planning, and one-on-one coaching. Additionally, each Friday from 1:45-3:45 p.m., teachers will have professional development time, with the latter 90 minutes of this time designated for a range of professional development including guided planning, whole-staff professional development sessions, and/or differentiated professional development sessions.

Sample Student Schedule: PS-PK

	Monday - Thursday	Friday
7:15 AM	Breakfast	Breakfast
7:30 AM		
7:45 AM		
8:00 AM	Free Choice	Free Choice
8:15 AM		
8:30 AM	Opening Group (Mystery Question, Calendar, Weather, Message Time, Share the News)	Opening Group (Mystery Question, Calendar, Weather, Message time, Share the news)
8:45 AM	Story Lab	Story Lab
9:00 AM	Buddy Reading	Buddy Reading
9:15 AM	Play Block (Play Planning, Play, Make Believe Play Practice)	Play Block (Play Planning, Play, Make Believe Play Practice)
9:30 AM		
9:45 AM		Snack/Bathroom
10:00 AM		Blueprint Literacy
10:15 AM		Snack/Bathroom
10:30 AM	Blueprint Literacy	Grade-Level Band Community Meeting
10:45 AM		
11:00 AM		
11:15 AM	Recess	Recess
11:30 AM	Lunch in classroom	Lunch in classroom
11:45 AM		
12:00 PM	Nap	Nap
12:15 PM		
12:30 PM		
12:45 PM		
1:00 PM		
1:15 PM		
1:30 PM		
1:45 PM		
2:00 PM	Second Step / Civic Leadership	Second Step / Civic Leadership
2:15 PM	Learning Centers (Small-group literacy, math, and technology rotations, with data-driven individual and small-group pull-outs)	Learning Centers (Small-group literacy, math, and technology rotations, with data-driven individual and small-group pull-outs)
2:30 PM		
2:45 PM		
3:00 PM		
3:15 PM		
3:30 PM		
3:45 PM	Art/Music	Pack-up/Free Choice
4:00 PM		
4:15 PM	Closing Group/Snack	*Students dismissed at 4:15 p.m., teachers at 4:30 p.m. on Friday.
4:30 PM	Free Choice/Pack up	
4:45 PM		

Sample Student Schedule: K-5th

	Monday/Wednesday	Tuesday/Thursday	Friday
7:15 AM	Breakfast	Breakfast	Breakfast
7:30 AM			
7:45 AM			
8:00 AM	Classroom Community Meeting	Classroom Community Meeting	Classroom Community Meeting
8:15 AM	Literacy: Individualized Digital Content	Literacy: Individualized Digital Content	Literacy: Individualized Digital Content
8:30 AM			
8:45 AM			Literacy: Small-Group Guided Reading & Independent Reading
9:00 AM	Literacy: Small-Group Guided Reading & Independent Reading	Literacy: Small-Group Guided Reading & Independent Reading	Snack, Bathroom
9:15 AM			
9:30 AM			Literacy: Small-Group Decoding & Fluency Using Reading Mastery
9:45 AM	Snack, Bathroom	Snack, Bathroom	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking
10:00 AM	Literacy: Small-Group Decoding & Fluency Using Reading Mastery	Literacy: Small-Group Decoding & Fluency Using Reading Mastery	Grade-Level Band Community Meeting
10:15 AM			
10:30 AM			PE/Free Play
10:45 AM	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking	Small-Group Grammar/Conventions, Writing, Listening & Speaking	PE/Free Play
11:00 AM			
11:15 AM			
11:30 AM	PE/Free Play	PE/Free Play	Lunch
11:45 AM	Lunch	Lunch	Math: Individualized Digital Content
12:00 PM			
12:15 PM			
12:30 PM	Science: Split Class Guided-Lesson with Teacher	Social Studies: Split Class Guided-Lesson with Teacher	Math: Small-Group Guided Lesson with Teacher
12:45 PM			
1:00 PM			Civic Leadership: Split Class
1:15 PM	Information, Media, Technology: Split Class	Civic Leadership: Split Class	Music
1:30 PM			
1:45 PM			
2:00 PM	Snack, Bathroom	Snack, Bathroom	Art
2:15 PM	Math: Individualized Digital Content	Math: Individualized Digital Content	
2:30 PM			
2:45 PM			
3:00 PM	Math: Small-Group Guided Lesson with Teacher	Math: Small-Group Guided Lesson with Teacher	Classroom Community Meeting, Choice Time/Reflection,
3:15 PM			
3:30 PM			
3:45 PM	Academic Intervention/Enrichment	Foreign Language	*Students dismissed at 4:15 p.m., teachers at 4:30 p.m. on Friday.
4:00 PM			
4:15 PM			
4:30 PM	Classroom Community Meeting, Choice Time/Reflection,	Classroom Community Meeting, Choice Time/Reflection,	
4:45 PM			

Sample Student Schedule: 6-8th

	Monday-Thursday	Friday
7:15 AM	Breakfast	Breakfast
7:30 AM		
7:45 AM		
8:00 AM	Literacy: Individualized Digital Content	Literacy: Individualized Digital Content
8:15 AM		
8:30 AM		
8:45 AM	Literacy: Small-Group Guided Reading, Text Study, Independent Reading	Literacy: Small-Group Guided Reading, Text Study, Independent Reading
9:00 AM		
9:15 AM		
9:30 AM	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking
9:45 AM		
10:00 AM		
10:15 AM	Science: Split Class	Academic Intervention/Enrichment
10:30 AM		
10:45 AM		
11:00 AM	Information, Media, Technology: Split Class	PE
11:15 AM		
11:30 AM		
11:45 AM	PE	Lunch
12:00 PM		
12:15 PM		
12:30 PM	Lunch	Math: Individualized Math Practice Using Digital Content
12:45 PM		
1:00 PM		
1:15 PM	Social Studies: Split Class	Math: Small-Group Guided Lesson with Teacher
1:30 PM		
1:45 PM		
2:00 PM	Civic Leadership: Split Class	Music
2:15 PM		
2:30 PM		
2:45 PM	Math: Individualized Math Practice Using Digital Content	Art
3:00 PM		
3:15 PM		
3:30 PM	Math: Small-Group Guided Lesson with Teacher	Grade-Level Band Community Meeting
3:45 PM		
4:00 PM		
4:15 PM	Academic Intervention/Enrichment	Classroom Community Meeting / Reflection
4:30 PM		
4:45 PM		
	Classroom Community Meeting / Reflection	*Students dismissed at 4:30 p.m. on Friday

Year-Long Calendar

Ingenuity Prep will operate on an extended-year calendar, with 200 days a year of high-quality instruction. Students who are performing below-grade-level in core subjects may be required to attend Fall, Spring, or Summer Opportunity Camps which—in total—will provide for another 20 days. Thus, students performing below grade-level may receive up to 220 days a year of high-quality instruction. This compares with approximately 180 days a year, on average, for other public school students.

Draft 2013-14 School Calendar

Event(s)	Date(s)
Summer Teacher Institute	July 15-August 2
First Day of School	August 5
Holidays & Breaks (No School for All)	September 2, October 14, November 11, November 24-28, December 22-January 7, January 20, February 17, March 23-27, May 26, July 4
Data Analysis and Reteaching Planning PD (No School for Students)	October 18, January 17, March 28, June 20
Pre-Term Planning PD (No School for Students)	October 4, December 20, March 14
Fall Opportunity Camp (Required of All Below-Grade-Level Students)	November 25-27
Spring Opportunity Camp (Required of All Below-Grade-Level Students)	March 23-26
Last Day of School	June 26
Summer Opportunity Camp (Required of All Below-Grade-Level Students)	June 30-July 18
Teacher Vacation	June 27-July 25

B. Business Plan

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

a. PROFILE OF THE FOUNDING GROUP

In building its Founding Group, the Co-Founders sought to identify collaborative, high-achieving leaders from diverse backgrounds who shared an unyielding belief in the potential of children and an ambitious vision for organizational excellence. This team is composed exclusively of individuals with direct connections to the District, with seven of nine team members current residents of the District. The team brings a strong record of experience and expertise in curriculum, instruction, and educational leadership—across the early childhood, elementary, and middle school levels. Furthermore, with additional expertise in business management, finance, accounting, law, real estate, facilities, and construction project management, the team is well-positioned to collaborate on the development of ambitious and feasible visions for the school’s education, business, and operational plans.

Name	Current Position	Area of Expertise
Aaron Cuny	Resident Principal, DC Bilingual Public Charter School	Curriculum & Instruction, Upper Elementary, Middle School
Will Stoetzer	Data and Results Coach, DC Bilingual Public Charter School	Data Management/Systems, PCSB Accountability, Special Education
Debra Santos	Chief Financial Officer, Great Hearts Academies (recent); Consultant with B.E.T.	Finance, Accounting
Jessica Marker	Managing Director of Teacher Leadership Development, Teach for America	Curriculum & Instruction, Early Childhood Education
Thaly Germain	Executive Director of Aligned Staff, New Leaders	School Leadership
Alex Sierra	Director of Finance, 50CAN	Finance, Accounting
Althea Holford	Real Estate Specialist, DC Office of General Services	Law, Real Estate, School Facilities
Shawn Samuel	President, JDC Construction	Construction, School Facilities
Liz Striebel	Managing Director of District and School Support, The Achievement Network	Curriculum & Instruction, Literacy

Aaron Cuny

A Ward 1 DC resident, Aaron currently serves as Resident Principal at DC Bilingual Public Charter School. After interning in Senator Edward Kennedy's education office in the 2002, Aaron taught for seven years at both the elementary and middle school levels, spending five years at low-socioeconomic status district schools in Oakland, California, and two at private, high-socioeconomic status International Baccalaureate schools in Mexico. After receiving leadership training as a School Director through Teach for America, through the Summer Principals Academy at Columbia University, and through the New Leaders for New Schools residency program, Aaron joined the staff of DC Bilingual. At DC Bilingual, Aaron has been instrumental in shaping the vision for and coordinating implementation of a wide range of academic, operational, and cultural reforms. This past year, he helped lead the school to strong combined reading and math gains on the 2011 DC CAS, with the school's combined gains ranking 6th of over 120 charter and DCPS elementary schools. Additionally, as the coordinator of the school's math program, he led a decrease in the percentage of students performing Below Basic from 32% on the 2009 DC CAS to 14% on the 2011 DC CAS and an increase in the percentage of students performing Proficient and Advanced from 33% to 46%. Aaron holds a Bachelor of Arts from the University of North Florida in English and Economics, with a minor in Business Administration, and a Masters in Education Leadership from Columbia University's Teacher College.

Will Stoetzer

A Ward 1 DC resident, Will currently serves as Data and Results Coach at DC Bilingual PCS. With a Masters in Special Education, he has experience as both an inclusion teacher and lead classroom teacher. As a teacher-leader, Will collaborated with school leadership to redesign multiple curricular and programmatic components of the math program. As a result, the school made significant gains on the math portion of the 2011 DC CAS, ranking 3rd of over 120 charter and elementary schools for achievement gains in the low-SES subgroup. As Data and Results Coach at DC Bilingual, Will has led the design of a wide range of systems to gather, monitor, and--ultimately--utilize academic and non-academic data. Additionally, he has managed much of the school's charter board accountability work and led the school's implementation of SchoolForce, a recently adopted data management system.

Debra Santos

A Ward 1 DC resident, Debra most recently served as Chief Financial Officer for Great Hearts Academy in Phoenix, Arizona. She began her career at Arthur Andersen and Company in their Los Angeles office working primarily on publicly traded companies in the manufacturing industry. After earning her certified public accountant status, Debra worked at Litton Industries in their corporate consolidations department. She subsequently went into private practice for seven years providing auditing and accounting services to governmental entities and non-profit organizations. She then worked as the Director of Finance & Administration for the Los Angeles office of the March of Dimes and as a Vice President of Finance at Clinical Micro Sensors (CMS), a biotech startup located in Pasadena, CA. After successfully managing several rounds of private financing, CMS was acquired by Motorola where Debra served as Director of Integration and Alignment. In this role she created synergy and fluid work processes across four business sites in three states. After leaving Motorola, Debra served as CFO for Economic Opportunity Board, the largest non-profit organization in

Nevada and worked as a project consultant for Robert Half in California and Arizona on a variety of for profit and not for profit clients. In 2008, Debra worked for the Obama Campaign across six states. Debra earned a Bachelors of Science from California State University Long Beach in Business Administration with a special designation in Professional Accounting. She holds an MBA from Keller Graduate School of Management and a MSM in Telecommunications Management from the University of Dallas. She has recently begun the pursuit of a Ph.D. in Organizational Psychology at Walden University. In addition, Debra currently serves as a consultant with Black Entertainment Television.

Jessica Marker

A Ward 6 DC resident, Jessica currently serves as Managing Director of Teacher Leadership Development at Teach for America (TFA). She moved to Washington, DC in 2006 where she worked as a DCPS Prekindergarten and Kindergarten teacher at Scott Montgomery Elementary in the Howard/Shaw neighborhood. She transitioned to a Manager of Teacher Leadership Development for TFA in 2008 where she worked as an instructional coach and mentor to over 50 early childhood and elementary teachers working in DCPS, DC Charter, and Prince George's County Public Schools. In 2010, Jessica began working as a Managing Director of Teacher Leadership Development, managing the instructional support, coaching and professional development of over 200 TFA teachers in and around the DC Region. In 2008, Jessica also received her Masters in Early Childhood Curriculum and Instruction from George Mason University where she has served as an adjunct professor, teaching Masters courses in Early Childhood education. She has lived in Ward 6 for six years.

Thaly Germain

A Ward 8 DC resident, Thaly currently serves as Executive Director of Aligned Staff for New Leaders for New Schools. In this role, she helps develop and support all program staff across the organization. Prior to serving in this position, Thaly led the New Leaders charter initiative, where she worked closely with charter schools leaders, coaches, and other key stakeholders in developing a plan to support leadership development in the charter community—with such efforts aimed at moving New Leaders charter school students to 90%+ proficiency. Prior to joining New Leaders, Thaly served as Principal, Assistant Principal and Teacher at Maya Angelou PCS. Thaly began her career as an educator at Harry S. Truman High School in the Bronx where she helped to found the Peace and Diversity Academy in partnership with the Anti-Defamation League. She holds a Masters in Education and a Masters in Administration.

Alex Sierra

A Georgetown University graduate and New Jersey resident, Alex currently serves as Director of Finance at 50CAN. After graduating from Georgetown, Alex worked for two years as an analyst in the Emerging Markets Group at the Federal Reserve Bank of New York where he tracked U.S. and foreign equity markets and sovereign debt issuance. He then spent seven years working in Paterson Public Schools as a middle school math and language arts teacher, later receiving a Masters in Education Leadership from Columbia University's Teachers College. From 2007 to 2011, he worked as Director for Planning and Analysis at Teach For America, where he supported the management of over \$40 million of the organization's operating budget. Since August 2011, he has served as the Director of Finance at 50CAN, an education advocacy organization.

Althea Holford

A Ward 8 DC resident, Althea currently serves as Real Estate Specialist for the DC Office of General Services. As a DC barred attorney with a background in real estate, Althea provides expertise in negotiation, contracts, document drafting, and the DC real estate market. In her current position with DC Department of General Services, she manages all closed public schools in the District. She brings to the team firsthand knowledge of the process for acquisition and maintenance of public school buildings in the District. Althea is a graduate of the University of Massachusetts, Amherst, and The George Washington University Law School.

Shawn Samuel

A DC native and Maryland resident, Shawn currently serves as President of JDC Construction Company. In this role, he oversees preconstruction and construction management services on a variety of development projects, coordinating the administrative and on-site details to ensure that projects stay on schedule and within budget. In this work, he collaborates with clients, government agencies, general contractors, and consultants towards the goal of providing a finished product that satisfies the client's requirements. He has worked as a Senior Project Manager with Orr Partners and as a Project Manager with The Leapley Company.

Elizabeth Striebel

A Ward 6 DC resident, Elizabeth currently serves as Managing Director of School and District Support at The Achievement Network. In this role, she supports education in the District of Columbia in two capacities. She coaches DC school leaders to build and sustain data-driven instruction practices in throughout the schools. As a consultant to the District of Columbia Public Schools, she designs trainings for DCPS instructional superintendents to deliver to school leadership teams across the district. She has worked in urban public education for the past 10 years, teaching elementary school in both New York City and Washington DC. She has served as a literacy coach at Orr Elementary School in Ward 8 for three years. As an instructional coach she applied her expertise in balanced literacy instruction and data driven practices to design curriculum and provide job-embedded professional development and coaching.

Supporters and Advisors

During the founding process, the Founding Group has consulted with a range of individuals and organizations, outlined in the table below, as it has sought to develop and refine the education, business and operational visions for its school.

Name	Title	Organization	Area of Support	Status
Jennie Niles	Founder, Head of School	E.L. Haynes Public Charter School	Operations, Founding Process	Letter of Support
Eric Westendorf	Co-Founder	LearnZillion	Academic Model, Blended Learning	Letter of Support
Anthony Kim	CEO and Founder	Education Elements	Academic Model, Blended Learning	Letter of Support
Dawn Gunderson Taylor	Managing Director, Alumni Affairs	Teach for America – DC Region	Founding Process	Letter of Support
Stephanie Amann	Senior Managing Director	Teach for America – DC Region	Development	Letter of Support
Bryan Hassel	Co-Director	Public Impact	Human Capital	Letter of Support
John Maycock	Founder and Chief Growth Officer	Achievement Network	Development	Letter of Support
Justin Jones	Washington DC, Managing Director	Achievement Network	Data-Driven Instruction	Letter of Support
Chaula Gupta	Managing Director of Social Entrepreneurship and Innovation	Teach for America – National Office	Founding Process	Letter of Support
Hillary Lewis	National Recruitment Director	Teach for America – National Office	Founding Process	Letter of Support
Larkin Tackett	Deputy Director of Promise Neighborhoods	U.S. Department of Education	Wrap-Around Services	Letter of Support
Michelle Pierre-Farid	DC Executive Director	New Leaders for New Schools	Founding Process, Governance	Letter of Support

Name	Title	Organization	Area of Support	Status
Sara Schonwald	Principal and Founder	Listen to Lead Consulting	Student Leadership, Service Learning	Letter of Support
Tom Porter	Director of Real Estate Operations	Building Hope	Facilities	Letter of Support
Eve Brooks	Secretary	Near SE/SW Community Benefits Coordinating Council	Community Engagement	Letter of Support
Ahna Smith	Senior Advisor	Office of the Deputy Mayor for Education	Founding Process	Ongoing Support
Alex Hernandez	Partner & Vice President	Charter School Growth Fund	Blended Learning	Ongoing Support
Jacquelyn Davis	Managing Director	ED-Volution Education Group	Founding Process	Ongoing Support
Josh Kern	Owner	Ten Square	Governance, Facilities	Ongoing Support
Maura Maurino	Associate Partner	New Schools Venture Fund	Founding Process	Ongoing Support
Mieka Wick	Executive Director	CityBridge Foundation	Founding Process	Ongoing Support
Paul Bambrick Santoyo	Managing Director	North Star Academy, Uncommon Schools	Curriculum and Academic Model	Ongoing Support
Stefan Huh	Director, Charter School Programs	U.S. Department of Education	Finance, Budgeting	Ongoing Support
Alicia Adams	Managing Director of Program, DC	New Leaders for New Schools	Founding Process	Ongoing Support
Ben Rayer	Founder and CEO	Touchstone Academy	Academic Model, Blended Learning	Ongoing Support
Regan Kelly	Talent Management Coach	The New Teacher Project	Teacher Support, Professional Development	Ongoing Support
Russ Williams	Founding Executive Director	AppleTree Public Charter School	Operations	Ongoing Support
Simmons Lettre	Executive Director	Charter Board Partners	Board Governance	Ongoing Support

Name	Title	Organization	Area of Support	Status
Bonnie Cain	Policy Advisor	Office of Tommy Wells	Academic Model, Community Engagement	Ongoing Support
Bryan Patten	Co-Founder	EdOps	Business and Operations	Ongoing Support
Steve DeMann	Alumni Director	Teach for America – DC Region	Civic Engagement & Education	Ongoing Support
Cynthia Millinger	Founding President	Charter School Startup	Academic Model, Curriculum	Ongoing Support
Jesse Rector	Principal	North Star Academy	Academic Model, Curriculum	Ongoing Support
Jimmy Henderson	Chief Operating Officer	E.L. Haynes Public Charter School	Operations	Ongoing Support
Joel Goering	Charter School Finance Specialist	EdOps	Business and Operations	Ongoing Support
Kael Anderson	President	Southwest Neighborhood Assembly	Community Engagement	Ongoing Support

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

b. PLANNING PROCESS

With the conviction that all children—regardless of socioeconomic status—deserve the opportunity to receive an excellent education, Co-Founder Aaron Cuny made the decision in October 2011 to submit to the Public Charter School Board an application for a new school. Having spent seven years as a classroom teacher in both low and high poverty contexts, Aaron saw firsthand the transformative impact a high quality instructional experience could have on students from a wide range of backgrounds. This personal experience led him to the belief that when adults “get it right,” all students—including those from high-poverty backgrounds, those with incoming skill deficits, and those with learning disabilities—can make significant academic achievement gains. In his experience as a classroom teacher, Aaron saw this belief borne out time and again in the performance of his students. Most recently, in his work as a school leader in DC, Aaron has again had these beliefs reaffirmed in seeing a consistent pattern of high levels of student character development and academic growth in classrooms where the culture was rich, the curriculum rigorous, and the instruction robust.

Co-Founder Will Stoetzer joined the Founding Group having worked with Aaron for two and half years as a teacher and data coach. With a shared foundation of experiences to draw from, a strong

consensus on the key levers that drive student achievement, and a commitment to the citywide effort to ensure every family has a quality school option, the two began the process of outlining the school's vision, building a strong Founding Group, and engaging a wide range of stakeholders to provide feedback on the school's vision.

In gathering the Founding Group, outlined further in Section B.1.a Profile of Founding Group, the Co-Founders sought to build a diverse team of individuals with direct connections to the District, a track record of demonstrated achievement across a range of experiences, high capacity for communication and collaboration, and a commitment to children. Through the planning process, the Founding Group has collaborated through biweekly meetings, conference calls, and other ongoing communication. Beyond this, throughout the development of the application, the team has engaged in approximately 30-40 meetings/calls with the advisors noted in Section B.1.a Profile of the Founding Group to help develop this application. These individuals—representing a range of education reform, political, and community-based organizations—have provided important input that has shaped in critical ways the development of the school's application.

Currently, the Founding Group is working to engage a range of community-based organizations and parents to provide input and feedback on the vision for the school. Towards this end, the Founding Group is organizing a series of parent focus groups designed to 1) gather parents' feedback on current experiences with the schools their children attend and 2) identify parents' desires for any future schools in their area. Through these efforts, the school aims to establish an early version of its Parent Engagement Association that will serve to inform the Founding Group's efforts through the remainder of the charter application process and founding year.

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

c. CORPORATE STRUCTURE AND NONPROFIT STATUS

On January 13th, 2012 Ingenuity Prep was incorporated as a non-profit corporation in the District of Columbia under the name Ingenuity Prep, Inc. Articles of Incorporation and receipts of incorporation for the organization can be found in Section I. The school has drafted by-laws that are also included in Section I. Upon conditional approval of the Charter, the school will file a change of name to Ingenuity Prep Public Charter School.

The Founding Group, led by Althea Holford in consultation with legal counsel, has investigated the application process for obtaining its 501(c)(3) tax-exempt status from the IRS. The school will apply for tax-exempt status with the District of Columbia and with the IRS immediately following charter approval. Upon approval, non-profit status would be retroactive to the first day of incorporation as the application was filed within one year of incorporation.

B. BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

a. BOARD OF TRUSTEES

The Board of Trustees of Ingenuity Prep is responsible for ensuring that the school is committed to, focused on, and able to fulfill the mission set out in The Charter. The Board, as the governing body of the school, will have oversight of the school's performance and that of the Head of School, provide strategic visioning and planning, provide support in securing the appropriate financial resources through fundraising, ensure legal and financial compliance, and cultivate leadership at the Board and school level for the purposes of sustainability and growth. The Board sets policy while the day-to-day management and operations of the school are fully under the purview of the Head of School.

Selection Process and Terms

Ingenuity Prep is committed to the development of a highly-qualified, dedicated, and active Board of Trustees that provides effective oversight, development of resources, and sustainability. In identifying individuals with the potential to carry out the functions of a member of the Board, the following characteristics should be present in all potential nominees and will guide in the identification of nominees (See detailed board member job description included in Section I.

Required Documents):

- A high level of personal and professional integrity
- A commitment to education and community involvement demonstrated by memberships and association
- Education and industry experience in an area of skill required by the organization to remain sustainable financially and operationally.
- Steadfast commitment to mission and vision of school
- Willingness and ability to assist and support the school's fundraising efforts
- Ability to provide financial and strategic oversight over the school's operations, or a desire and willingness to participate in board training to develop the requisite skills
- Embodiment of the core values of the school, as outlined in Section A.1.b. Mission and Philosophy.

The process for selection for the Board of Trustees takes place in three stages to ensure a stable transition from the Founding Group into a fully seated Board. The *first stage* occurred when the Founding Group selected six individuals to serve as a transitional Board⁶⁴. Those members, selected from within the Founding Group, are Aaron Cuny, Will Stoetzer, Thaly Germain, Debra Santos, Althea Holford, and Jessica Marker.

The role of the transitional Board will be to lead, plan, and implement the *second stage* of the Board selection process through the recruitment and development of individuals to serve on the initial

⁶⁴ Board Member Agreements are included in Section F.

Board of Trustees. The transitional Board will have the final Board seats fully filled, in accordance with the By-laws, by January of 2013. The members of the transitional Board will become the first six trustees seated on the final Board. To ensure a staggered rotation of members on the Board, those members who continue on from the transitional Board to the full Board will serve a three-year term. The next four trustees appointed to the Board will serve a two-year term. The remaining members appointed to the Board will serve one-year terms. For Board members that serve a one-year or two-year initial term, that initial term will not count towards the overall term limit. Terms will begin at the first meeting of the full Board.

The *third stage* of Board member selection will occur following the seating of the first full Board, when the recruitment and recommendation of new Board members will be guided by the Governance committee of the Board of Trustees. The Governance committee will work to identify potential candidates for the Board in consultation with other Trustees, the Head of School, parents, community members, and partner organizations, among other stakeholders. The Governance committee will evaluate the qualifications of all nominees, taking into consideration the expertise, priorities, and needs of the Board and the larger school community. The Governance committee will make a recommendation to the full Board for vote.

Selection of the two parent members of the Board will come from among the parents of currently enrolled students. The Governance committee will work particularly close with the Parent Engagement Association to identify potential Board nominees. Selection of the first parent members of the Board will occur no more than six months after the enrollment of students. This will ensure that the parent representatives are selected from the entirety of the parent community, that potential nominees are fully versed on the mission of the school, and that the Board has a fully developed sense of the nominees' commitment to the mission and philosophy of the school. Parents and guardians will be notified during the enrollment process of the opportunity to serve as a member of the Board of Trustees. This information will also be included in the family handbook, which the school will be developing.

Unless previously noted, members of the Board serve three-year terms from their date of appointment. Upon elections, a trustee's term may only be adjusted as noted in the by-laws. Trustees will be limited to serving two consecutive three-year terms.

Composition of the Board

The Board of Trustees will be composed of an odd number of members, never to drop below 9 or exceed 15. At least two of the members of the Board of Trustees will be parents or guardians of students who are enrolled in the school. The Head of School will serve as *ex-officio* member of the Board. At all points, a majority of Board members will reside within the District of Columbia. In identifying individuals for Board membership, the Board will seek to find those with expertise in the following fields: educational instruction and leadership, with particular focus on those who have experience in high-poverty schools in the District of Columbia; business and organizational leadership and consulting; finance; accounting; development, fund-raising and grant

writing/management; law, particularly individuals with experience working with charter schools; education technology and blended learning; real estate development and project management; marketing and community outreach/communication; and individuals involved with local and national philanthropic organizations.

Committees

The Board will have five standing committees aligned to the overall priorities and responsibilities of the Board. Each member of the Board is expected to serve on at least one committee and may not serve on more than three. The chair may establish additional ad-hoc committees when deemed necessary. The following committees will be the standing Board committees:

Committee	Description	Aligned Staff
Executive Committee	This committee comprises the Chair, Vice-Chair, Treasurer, and Secretary. The executive committee will oversee all business and operational functions of the Board when out of session and work in coordination with the Head of School to develop agendas and disseminate information for future Board meetings. Further, this committee is responsible for evaluation of the Head of School.	Head of School
Governance Committee	This committee ensures the Board and its members meet their duties and responsibilities, identifies, reviews, and orients new Board members, and analyzes and recommends revisions to by-laws.	Head of School
Educational Achievement and Accountability Committee	This committee analyzes and evaluates the academic performance of the school and its students, oversees the school’s accountability plan and compliance to local and state agencies.	Head of School; Director of Curriculum
Audit and Finance Committee	This committee has oversight of financial practices and policies, reviews financial statements; provides recommendation for approval of budget and leads the financial audit process.	Head of School; Director of Business and Operations
Development and Marketing Committee	This committee leads the Board’s involvement in fundraising initiatives; establishes, supports, and revises the Board’s “get or give” requirements; and ensures the long-term viability of the school through student recruitment and retention.	Head of School; Development Manager

Roles and Responsibilities

The roles and responsibilities of the Board as a whole and for individual trustees are outlined under the Charter School Board of Trustees Job Description and the Charter School Individual Performance Expectations in Section I.

The Board of Trustees will elect a chair, vice chair, treasurer, and secretary from amongst its members to provide leadership and guidance to the Board. Officers are elected to 2-year terms and may be re-elected upon completion of their term. The job descriptions for the Board officers are as follows:

Board Chair. The chair of the board is a member of the board and serves as the leader of the Board of Trustees. The chairperson works closely with the head of school in achieving the organizations mission. The chair also:

- Provides leadership to the Board of Trustees in setting organizational policy
- Chairs meetings of the Board and develops meeting agendas.
- Leads the Board in strategic planning
- Appoints committee chairpersons, working in consultation with the Board members
- Serves as the direct supervisor of the Head of School
- Monitors financial planning and financial reports
- Leads fundraising efforts of the Board
- Evaluates Board member effectiveness and performance

Vice Chair. The vice chair is the successor to the chair and operates in the chair's role in their absence.

- Is a member of the Board
- Reports to the Board chair
- Participates in fundraising for the Board.
- Performs other responsibilities as assigned by the Board.

Board Secretary.

- Is a member of the Board
- Maintains records of the Board and ensures effective management of organization's records.
- Manages minutes of Board meetings
- Ensures minutes are distributed to members shortly after each meeting
- Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

Board Treasurer Job Description

- Is a member of the Board
- Chairs the Finance Committee
- Maintains oversight responsibility for the finances of the organization
- Provides annual budget to the board for members' approval
- Ensures development and board review of financial policies and procedures

The by-laws further outline the roles and responsibilities of each officer and structure of succession.

Relationship to Administrative Structure/Staff, Parents, and Students

The Board of Trustees will develop a structure of communication among the various constituencies within the school community. The board will, when appropriate, solicit input from parents and families, staff, administrators, and students so that multiple viewpoints are considered and incorporated in the decision-making process. The Board will work particularly close with the Parent Engagement Association to solicit input from and gauge the sentiment of the parents and families in the school community. The parent representatives will serve as important connection points between the business of the Board and the school community.

The Board of Trustees will gather for at least ten meetings over the course of each academic year. The schedules and agendas of each Board meeting will be made widely available to members of the school community. The Board of Trustees will disseminate information about their decision-making and significant discussions to staff, administrators, and parents and families. The Board will strive to ensure transparency by providing that each meeting be open to attendance by the school community while reserving the right to close off certain discussion of business to non-Board members when the nature of the of the conversations necessitate discretion and candor on behalf of the members of the Board.

The Board plays an important role in the lives of the students at the school. As the governing body for the school, Board members are expected to be active members of the school community through interaction with students and families at school events, classroom visits and observations, and presentations to students during Community Meetings. Board members will undergo a self-evaluation process annually to determine areas where additional board training and development could be useful to maximize the board's individual and collective effectiveness. The Charter School Individual Performance Expectation criteria for which the board will be held accountable is included in detail as part of Section I.

Board of Trustees' Relationship to Head of School

The primary responsibility of the Board of Trustees is to provide oversight and strategic governance of the school. In that capacity, the Board has the authority to hire, evaluate the performance of, and terminate the employment of the Head of School. The Head of School is

responsible for faithfully implementing the mission and policies established by the Board. The Head of School is fully responsible for running the day-to-day operations of the school. The Head of School is directly responsible for all staff hiring decisions. As the only staff member whose compensation and employment terms are set by the Board, the Head of School is accountable to the Board of Trustees for his or her performance and the performance of the school.

To ensure a cooperative and clearly defined relationship between the governance function of Board of Trustees and the management function of the Head of School, both the Board and the Head of School will participate in trainings on the complementary responsibilities of both entities. Examples of those responsibilities include, but are not limited to:

The Board of Trustees	The Head of School
Develop and articulate the mission.	Faithfully implement the mission.
Evaluate the performance of the school’s academic programs in relation to the mission and goals.	Carry out the day-to-day operations of overseeing staff and ensuring the quality of the school’s academic programs.
Hire, evaluate and dismiss the Head of School.	Hire, evaluate and dismiss all other staff.
Review and approve budget and business plan.	Develop budgets and business plan for Board oversight and approval.
Set the financial policies for the school and provide oversight of the school’s audit process.	Ensure compliance with financial policies and the ability of the auditors to complete the audit process.
Establish and actively participate in strategic planning process.	Participate in the development of the strategic plan and carry out its implementation.
Review Board documents and provide feedback and make strategic decisions, when necessary.	Draft and prepare documents for Board review

B. BUSINESS PLAN
2. GOVERNANCE AND MANAGEMENT
b. RULES AND POLICIES

The goals and responsibilities of the Board of Trustees are outlined in the by-laws and are further contained in the Charter School Board of Trustees Job Description and Charter School Individual Director Performance Expectations. Following approval of the Charter and creation of the

transitional Board, a Board of Trustees manual will be developed by the transitional Board. The Manual will outline the rules and policies as they relate to personnel and human resources; legal documents; academic programs; financial accountability; strategic plans; Board organization, operation, and performance; school discipline; and other areas as needed or required by federal or District of Columbia Law. The Founding Group has begun conversations with Charter Board Partners, CityBridge Foundation and EdOps to engage the consultation of each group in the development of the Board Manual and the on-going training and development of the Board of Trustees.

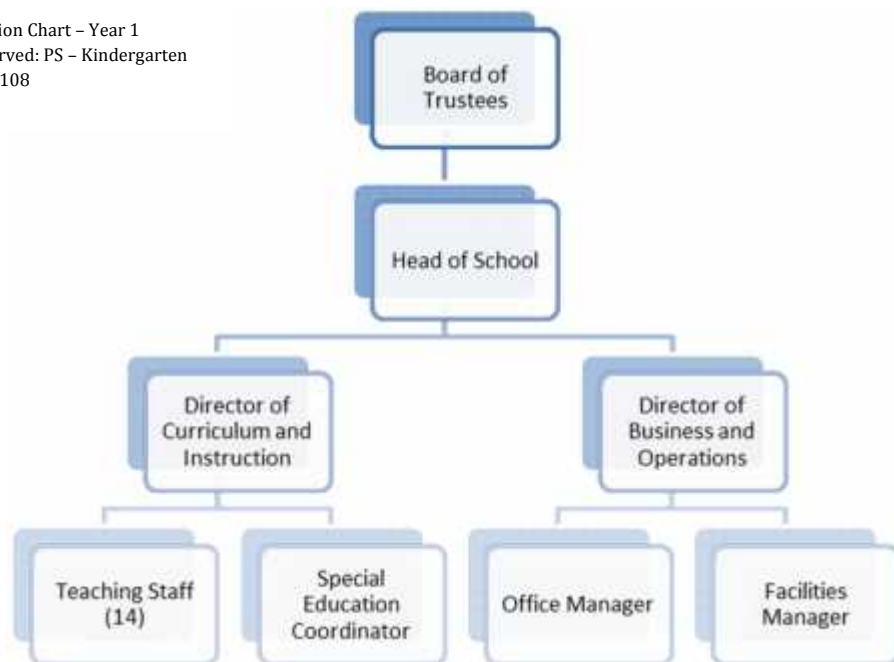
The Board manual will be submitted to the full Board for vote at the first annual meeting.

B. BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

c. ADMINISTRATIVE STRUCTURE

Organization Chart – Year 1
Grades Served: PS – Kindergarten
Students: 108
20 FTE



(Organization charts for Year 2 – 5 included in Section L)

The Head of School will be supervised and supported in this role by the Board of Trustees. The Head of School will have authority over hiring, evaluating, and terminating the employment of all staff members. The Head of School will be required to regularly report to the Board on school and staff performance. The Board will provide feedback regarding the performance of the school and will evaluate and set compensation for the Head of School.

The school expects to fill several key administrative positions during the first five years of operation. Those expected positions include: Director of Curriculum and Instruction, who will report to the Head of School and will serve in the capacity of Principal; Director of Business and Operations, who will report to the Head of School; Development Manager, who will report to the Director of Business and Operations; and a School Culture Coordinator, who will report to the Head of School.

Below is an outline of the general responsibilities of expected administrative staff:

Head of School: The Head of School will assume primary responsibility for ensuring the school meets its academic and organizational goals. In doing so, he will carry out the duties listed below:

- *Internal and External Representation*
 - Serve as the primary contact for the Board of Trustees, attending all Board meetings and ensuring regular communication with the Board president
 - Serve as the primary contact for parent organizations
 - Represent the school to external stakeholders, including foundations and supporting organizations
- *Staffing*
 - Lead the school's efforts to hire highly-effective leaders, teachers, and support staff
- *School Culture*
 - Mobilize the school's various constituencies around a shared vision
 - Lead the school's efforts to cultivate a safe, welcoming school culture, collaborating with the School Culture Coordinator in these efforts upon his/her hiring
- *Instructional Leadership*
 - Collaborate with the school's Director of Curriculum and Instruction to establish visions for, build systems around, monitor implementation of, and ensure continuous improvement on curriculum development, instructional practice, and, ultimately, student achievement (see below for responsibilities of Director of Curriculum & Instruction)
- *Business & Operations Leadership*
 - Collaborate with the school's Director of Business & Operations to establish visions for, build systems around, monitor implementation of, and ensure continuous improvement on the school's business and operational practices (see below for responsibilities of Director of Business & Operations)

Director of Curriculum & Instruction: The Director of Curriculum and Instruction will collaborate with the Head of School to ensure the school achieves its academic goals. In doing so, he/she will carry out the duties listed below:

- *Staffing*
 - Work with the Head of School to hire highly-effective teachers who meet the criteria outlined in Section C.2.b Qualifications of School Staff.

- *Curriculum & Assessment Development*
 - Identify rigorous assessments to be used in guiding the school’s curriculum development
 - Serve as the school’s “lead expert” in the Common Core standards
 - Establish the vision for and philosophy behind the school’s curricula
 - Oversee implementation of the school’s curricula to ensure vertical alignment across grade-levels
- *Coaching, Professional Development and Instructional Practice*
 - Establish vision for the school’s instructional practice--including core instructional emphases
 - Organize and facilitate the school’s weekly professional development sessions
 - Coordinate weekly coaching of all teachers
- *Teacher Evaluation*
 - Establish systems for teacher evaluation
 - Lead evaluation of teaching staff
- *Data Tracking*
 - Monitor weekly school-wide academic achievement data
 - Lead short, interim, and long-term work to ensure formative and summative achievement data is regularly analyzed and used to inform instructional decisions

Director of Business & Operations: The Director of Business and Operations will collaborate with the Head of School to ensure the school achieves its business and operational goals. In doing so, he/she will carry out the duties listed below:

- *Financial Management*
 - Establish, implement, and maintain adherence to financial policies
 - Collaboratively develop the school’s budget with the Head of School and Board Treasurer and monitor financial performance against budget
 - Report results of financial operations and provide advice to Head of School on areas of potential concern, as well as recommend corrective action
 - Monitor revenues, expenses, and cash flow
- *Facilities*
 - Manage all facilities related issues including lease, acquisition, and maintenance
 - Lead the school’s long-term facilities growth strategy.
- *Procurement*
 - Facilitate the acquisition of goods and services within budgetary constraints
 - Ensure the school follows all procurement requirements with PCSB
 - Manage the food services process
- *Development and Marketing*
 - Oversee grant management process
 - Create and implement marketing and branding strategy
 - Manage development and fundraising activities

- *Human Resources*
 - Manage payroll and benefits
 - Maintain records of qualifications and certifications of school staff
 - Oversee operational components of hiring and dismissal
 - Ensure compliance with PCSB requirements for documentation of fingerprinting and background checks
 - Respond to employee related concerns and grievances
- *Compliance/Accountability*
 - Ensure the school's compliance and accountability with all District and federal requirements

B. BUSINESS PLAN

2. GOVERNANCE AND MANAGEMENT

d. SCHOOL MANAGEMENT CONTRACT

Ingenuity Prep Public Charter School has no intention to enter into an agreement with an educational service provider. As such, no contract is necessary.

B. BUSINESS PLAN

3. FINANCE

a. ANTICIPATED SOURCES OF FUNDING

Ingenuity Prep Founding Group members Debra Santos, Alex Sierra and Will Stoetzer led the Founding Group's work on development of all financial related matters. Ms. Santos has an extensive background in financial management, most recently as the CFO for Great Hearts Academies, a CMO based in Arizona. Mr. Sierra, a former teacher and Georgetown University alumnus, is the Director of Finance for 50CAN. Mr. Stoetzer, also a former teacher, has experience in his role as Data and Results Coach working with the DC PCSB in managing DC Bilingual PCS's enrollment audit process and allocation of per-pupil funds. The Founding Group enlisted the services of EdOps to develop financial models and providing specific financial guidance. The chart below outlines the anticipated student revenue for the Planning Year and Operating Years 1 and 2. For a more detailed account of the school's operating budgets, see Section E. Budgets.

	Planning Year	Year 1	Year 2
Student Enrollment			
Preschool		24	24
Prekindergarten		24	24
Kindergarten		60	60
First Grade		-	60
Total Number of Students		108	168
% of students receiving special education services		10% - PS to K	10% - PS to K 12% - 1 st to 4 th
% of students who are English Language Learners (ELLs)		2% - all grades	2% - all grades
Per Pupil Allocations			
UPSFF		\$1,468,498	\$2,331,848
Facilities Allowance		\$317,520	\$493,920
Per Pupil Revenue			
Total Per Pupil Allocation		\$1,301,878	\$1,910,092
Total Facilities Allowance		\$317,520	\$493,920
Total Special Education Funding		\$158,162	\$256,508
Total ELL Funding		\$8,458	\$13,067
Total Summer School funding		\$0	\$152,180
Total Per Pupil Charter Payments		\$1,786,018	\$2,825,767
Other Public Revenue			
Federal Entitlements	\$205,000	\$346,821	\$413,477
National School Lunch Program		\$57,668	\$100,387
Healthy Schools Act Program		\$3,394	\$6,923
E-RATE Program		\$2,400	\$11,124
Total Other Public Revenue		\$410,283	\$531,911
Private Revenue			
Grants and Donations	\$10,000	\$10,000	\$20,000
Lunch Sales		\$3,930	\$6,961
Interest Income		\$370	\$729
Total Private Revenue		\$14,300	\$27,691
Total Income	\$215,000	\$2,210,601	\$3,385,369

With an enrollment of 108 students in grades Preschool through Kindergarten, Ingenuity Prep anticipates receiving \$1,786,018 in DC public funding in Operating Year 1. This accounts for 81% of the school's total revenue and includes Per Pupil Charter Payments (including funding for students receiving special education services and those who are ELLs) and Per Pupil Facilities Allowance. The school further expects \$410,283 in funding from Federal Entitlements and Other Government Funding/Grants. This accounts for an additional 19% of the school's total revenue in the initial

operating year. All told, in the first two operating years the school would rely on District and federal funding for upwards of 99% of the total revenue. Operating the budget at this funding percentage helps to ensure that the school will be able to operate the education program without relying on outside funding streams.

In the school's Planning Year, 95% of the budget will come from the expected federal entitlement of Title Vb funding. Immediately upon charter approval, the school will submit an application for Title Vb funds to begin immediate operation. Title Vb funds are distributed on reimbursement. To secure funds to operate, the school will apply for \$250,000 of funding from the Walton Family Foundation. This will be applied for immediately upon approval of the Charter. Walton Family Foundation funding can be applied during the Planning Year or the school's first year of operations. As the Walton Family Foundations funds are awarded through a competitive grant process, the school has not included those funds in the Planning Year or 5-year Budget models that are contained herein. In addition to the Walton Family Foundation funding, the school plans to vigorously pursue multiple funding opportunities through private donations, local and national foundation grants, and the District and federal governments. Planned fundraising efforts are further outlined in Section B.3.b. Planned Fundraising Efforts.

Contingency Planning. In the case that District or federal funds are not made available as early as expected or are lower than the funding rate anticipated in budget projections or in the event that enrollment targets are not fully met, Ingenuity Prep may take one or more of the following measures to reduce expenses or generate more revenue:

- Reduce the number of Literacy teachers in classrooms from Kindergarten and above from 5 to 4. The school's model is designed so that if need be, the school can reduce the number of teachers in any grade above Kindergarten from 5 to 4. There would be a slight adjustment to the Literacy portion of the school day, which would result in students rotating twice through digital content over the course of the 3-hour block. This would save the school about \$80,000 per teacher in salary, benefits, and related expenses.
- Increase enrollment in Kindergarten and grades above. Currently, there are 60 seats available in Kindergarten. If need be, the available seats could be increased from 60 to 64. This would add about \$13,000 per kindergarten student and \$10,000 per 1st - 4th grade student in additional revenue when factoring in per-pupil allotments less costs associated with each individual student.
- Other possible cost-savings measures would include: reducing all salaries of full-time staff by \$1,000 (cost-savings of \$17,000), reducing classroom furniture expenses by \$3,000 per classroom (cost-savings of \$12,000), and reducing the number of computers from 30 to 20 (cost-savings of \$5,000).

In building the budget projections, the school operated very conservatively in estimating revenues and determining expenses. There are several places in which the school built in contingency funding to ensure that the school model was sustainable not just for Operating Year 1 but for the future of the school.

Financial Goals and Objectives for Five-Year Budget. Ingenuity Prep' primary goal for the five year budget is to generate a 5% cash budget position each year. As noted in the detailed five-year budget in Section E. Budgets, the school anticipates an ending fund balance of about \$1.5 million by the end of Operating Year 5. The fund surplus, coupled with a capital campaign, will provide contingency cash reserve and allow the school to be in a financially viable position to move to a permanent school facility following Operating Year 5. Another budget goal is to support the increased instructional and programming needs that will be incurred as the school adds an additional grade each year and implements a staffing model that supports that growth from the business and operations areas of the school, in conjunction with the academic needs. The school is also seeking to ensure that technology resources made available to teachers and students are of the highest quality, particularly as it relates to materials that will be used to support the digital content that students will be learning from.

B. BUSINESS PLAN

3. FINANCE

b. PLANNED FUNDRAISING EFFORTS

Ingenuity Prep has set out an aggressive and robust fundraising and development plan along with very conservative goals. As noted in the school's budget projections, Ingenuity Prep estimates raising \$10,000 in Operating Year 1, \$20,000 in Year 2, \$30,000 in Year 3, \$40,000 in Year 4 and \$50,000 in Year 5. These goals are very conservative and ensure that the school can operate its highly effective academic program without needing to generate significant amounts of funds in the way of donations or grants. Any funding that the school raises above the amounts previously stated would go towards improving the academic program through hiring additional teaching staff or providing additional classroom resources and experiences for students. Additionally, funds raised above the modest goals set will add to the cash reserves of the school to aid in securing a permanent school facility.

First and foremost, the school will apply and submit all materials in a timely manner for all federal funds that the school is eligible for due to the demographics of the school population. Upon approval of the Charter, the school will immediately apply for two grants. The first is the Title Vb grant administered by OSSE. The Title Vb grant would ensure a funding source to support activities and expenses in the Planning Year and can be applied to Operating Years 1 and 2. The total amount of funding available through Title Vb shall not exceed \$720,000 over the three years. The second grant the school will apply for immediately upon Charter approval is the Walton Family Foundation's Charter School Startup Grant. This grant allows for funding of up to \$250,000 for use in the school's Planning Year and Operating Year 1.

In addition to federal entitlements and Planning Year grant funding, the school will apply for multiple funding opportunities. The school has identified foundations and corporations that have targeted initiatives focused on one of the following: education; cultivation of 21st century skills;

cultivation/instruction of civics; community-based efforts in high-need communities; blended learning; early childhood development; literacy-based initiatives.

The work of fundraising and development will involve multiple individuals across the organization. The Development and Marketing Committee of the Board of Trustees will lead the Board's effort in fundraising both with external partners and by managing the Board's "Get and Give" policy. The Head of School is the primary staff position responsible for fundraising and development. As noted in Section B.2.d Administrative Structure, one of the primary roles of the Head of School is external representation of the school as it relates to fundraising and supporting organizations. The Director of Business and Operations will also support in the fundraising and development activities as they relate to the financial situation of the school. Additionally, starting in Operating Year 2, the school will seek to employ a full-time Development and Marketing manager who will be responsible for further establishing and refining fundraising targets, developing a comprehensive development strategy including overall marketing and branding of the school.

While much of the work of fundraising and development will come after approval of the Charter, the school has begun communication with or conducted research on multiple organizations and individuals.

The following is a list of grant and Foundation opportunities the school is currently in the process of exploring:

- Enhancing Education Through Technology - improve student achievement through the use of technology in elementary and secondary schools.
- Teacher Quality Improvement grant - improve teaching quality to enable better outcomes for students.
- Computers For Learning - federal grant to help ensure modern technology is available in classrooms.
- 21st Century Community Learning Centers grant
- NEA Foundation: Student Achievement Grants - grants to engage students in activities requiring critical thinking and problem-solving
- Walton Family Foundation - Charter School Startup Grant
- New Schools Venture Fund, DC Schools fund - On-going conversation with Maura Marino
- Charter School Growth Fund - On-going conversation with Alex Hernandez, Partner and Vice President leading "next generation" investments.
- CityBridge Foundation - On-going conversation with Mieka Wick, Executive Director.
- The Morris and Gwendolyn Cafritz Foundation - Local DC Foundation focused on improving the quality of life for DC residents.
- Charles Stewart Mott Foundation - national organization focused on improving education in areas of high-poverty
- Meyer Foundation - supports organizations improving the lives of low-income people in Washington DC.
- Bill and Melinda Gates Foundation: Next Generation Learning Initiative
- Jones Foundation - supports education initiatives through the DC region.

- Hill-Snowdon Foundation - through the Fund for DC supports initiatives that impact low-income communities
- Hattie M. Strong Foundation - supports projects within the education field in DC.
- Lois and Richard England Foundation - supports out-of-school time initiatives in DC.
- Bernstein Family Foundation - supports initiatives in the DC community
- The William and Flora Hewlett Foundation - supports “deeper learning” initiatives
- Action for Healthy Kids - supports school breakfast programs and healthy eating initiatives

The following is a list of Corporations or Corporate Foundations the school is currently in the process of initiating communication to explore funding opportunities:

- American Honda Foundation - Grants for Education program
- Target Early Childhood Reading Grants
- Allstate Foundation
- Adobe Foundation: Adobe Youth Voices
- Apple, Inc. - Founding Member of the Partnership for 21st Century Skills
- Cisco Systems: 21st Century Schools Initiative
- Dell Foundation: Urban Education Initiative
- Ford Foundation
- Intel Foundation - focus on advancing education
- Verizon Foundation - using technology to improve education
- Oracle Education Foundation
- Best Buy Foundation
- Brinker International Foundation
- Citi Foundation
- GE Foundation: Developing Futures in Education program
- The Hearst Foundations
- Conrad N. Hilton Foundation
- IBM
- Lowe’s Charitable and Educational Foundation

Individual Giving. In addition to Foundation and Corporate support, the school will look to secure small individual donations and in-kind giving. The Board of Trustees will establish a “Get and Give” policy in which Board members, with the exception of Parent Trustees, will be required to give or raise a pre-established amount of money. Additionally, the school will welcome any donations in cash or in-kind.

B. BUSINESS PLAN

3. FINANCE

c. FINANCIAL MANAGEMENT AND ACCOUNTING

Ingenuity Prep will maintain its financial records in accordance with generally accepted accounting practices (GAAP), as defined by the American Institute of Certified Public Accountants. The Head of School, Director of Business and Operations, and the Audit and Finance Committee of the Board of Trustees will establish financial policies and procedures that ensure strong internal controls. The Director of Business and Operations will be responsible for establishing the school's financial systems and implementing systems on a day-to-day basis. The Head of School will provide support and regularly review financial systems with the Director of Business and Operations. The Audit and Finance Committee of the Board will serve in an oversight and accountability role as it relates to the fiscal integrity of the school. In addition to the guidance of Founding Group member Debra Santos, the school intends to secure the services of EdOps to provide service including accounting, financial planning and statements, grants management, board meeting support, and bookkeeping services. EdOps is also supporting the Founding Group in the development of the school's budget. Following approval of the Charter, Ingenuity Prep will work with EdOps to determine the best financial management software to purchase.

To mitigate cash flow and management issues associated with only receiving four payments over the course of the year, Ingenuity Prep will seek to build up cash reserves and spend conservatively on discretionary items. The school will also work to establish a \$100,000 line of credit with a local bank. The school will establish an account immediately after approval of the Charter and begin to build bank account balances as to gain credibility with financial institutions. The Director of Business and Operations will be charged with managing the school's cash flow position through adjusting revenues and expenses as needed. The Head of School, with support from the Director of Business and Operations, will regularly update the Audit and Finance committee based on monthly cash flow reports.

B. BUSINESS PLAN

3. FINANCE

d. CIVIL LIABILITY AND INSURANCE

The Founding Group of Ingenuity Prep has reviewed the requirements for Civil Liability and Insurance under the DC PCSB's Fiscal Policy handbook. The school intends to secure at least the minimum requirements recommended in the guidelines. The following is an accounting of the minimum levels and types of insurance coverage the school will acquire:

Type	Estimated Amount
General Liability	At least \$1,000,000 per occurrence; \$2,000,000 aggregate
Umbrella Coverage	At least \$3,000,000; \$5,000,000 if providing transportation
Business & Personal Liability	100% of replacement cost
Auto/Bus Liability	At least \$1,000,000
Boiler and machinery insurance, if applicable	At least \$1,000,000
Computer Equipment	TBD in consultation with insurance broker
Workers' Compensation	As required by law
Personal Injury Liability	TBD in consultation with insurance broker
Directors and Officers Liability	At least \$1,000,000
Educators Legal Liability	At least \$1,000,000
Fidelity Bond	TBD in consultation with insurance broker

The Founding Group has also begun discussions with John Broullire, an insurance broker at Early, Cassidy, and Schilling, Inc. Mr. Broullire has extensive experience in charter school insurance and currently works with several charter schools in the District of Columbia. Mr. Broullire provided an overview of the most commonly implemented insurance structures, best practices from schools, and addressed the unique needs of the school to ensure that any insurance structure would be aligned to the specific needs of the school. The Founding Group was provided an estimate for costs, which are accounted for in the budget.

In addition to a well-developed insurance structure, the Founding Group will seek to minimize losses by developing a proactive risk management policy starting with the development of a comprehensive employee manual in consultation with an attorney specializing in employment law.

B. BUSINESS PLAN

3. FINANCE

e. PROVISION FOR AUDIT

Annually, an external CPA will conduct a comprehensive financial audit of Ingenuity Prep financial records. The audit will be conducted by a firm included in the DC PCSB's approved auditor list, who participates in an RFP process at least every 3 years. The Finance Committee of the Board of Trustees, with the assistance of the Head of School, will interview auditors and recommend the auditors to the overall board for approval. The Audit and Finance Committee of the board will work closely with the Head of School and the Director of Business and Operations to ensure a fully transparent and timely audit process. The school will be forthcoming with all financial records and any additional supporting materials requested by the auditing firm. The school has budgeted for the costs associated with the audit upon the recommendations of EdOps based on their work with multiple DC charter schools. Once concluded, the school will file a copy of the audit to the DC PCSB following required reporting guidelines, as outlined in the DC PCSB's Financial Policy Handbook.

B. BUSINESS PLAN

4. FACILITIES

a. IDENTIFICATION OF A SITE

The Founding Group of Ingenuity Prep began the process of identifying a school site early in the application process. Knowing that one of the most significant challenges that new charter schools face is identifying, securing, and making ready a facility, the Founding Group set out to develop a comprehensive and flexible facilities search plan. Founding Group members Althea Holford, a real estate specialist and attorney; Shawn Samuel, President of JDC Construction Project Management; and Will Stoetzer have led the Founding Group's facilities planning and search process. Though released late in the application process, the Founding Group used the recently commissioned study conducted by the Illinois Facilities Fund as a guide in the later stages of the facility identification process.

The first step in the process was to outline the school's priorities for a facility. In consultation with the entire Founding Group, the group established the following priorities to guide the site identification process:

- Located in a neighborhood interested in new educational opportunities that allows the school to serve its target population.
- Easily accessible to Metro Bus lines or Metro Rail stations.
- Space to initially accommodate 108 students with room to allow for growth, ideally through 350 students.
- Adequate space for classrooms, administrative offices, common/dining areas, food preparation. Due to the unique nature of the program, the school is flexible in space requirements allowing for a more traditional layout or a more open-space layout.

- Minimal need for renovations or repairs that the school would be required the school to tap its financial resources.
- On-site or nearby green space to allow for outdoor activities during Physical Education classes and Recess.
- A site that allows for students to safely arrive and depart and has adequate space to allow parents to drop-off and pick-up students.
- All in facilities costs that do not exceed the per-pupil facilities allotment, currently \$2,800 per student.

The Founding Group also outlined areas of the city in which the school will seek to be located. The group identified neighborhood cluster 9 in Ward 6, comprising the Southwest and Near Southeast neighborhoods, neighborhood cluster 31 in Ward 7, comprising the Deanwood neighborhood, neighborhood cluster 38 in Ward 8, comprising the Garfield Heights neighborhood, and neighborhood cluster 39 in Ward 8, comprising the Congress Heights neighborhood, as the primary search areas for site location. The goal is to offer a unique K-12, blended learning experience in a high-need area in Wards 6, 7, or 8. Each of these locations were selected after careful demographic analysis in consultation with Jeff Noel at OSSE, formerly at FOCUS, and using multiple tools, including the Illinois Facility Fund's (IFF) Quality Schools study, 2010 US Census data, FOCUS's School Quality Dashboard, and OSSE's No Child Left Behind data. Each geographic area represents a community in need of additional high-quality school options and that has high levels of families living below the Federal Poverty Threshold. As noted in Section A.1.a Educational Needs of the Target Population, the school is committed to serving students in communities with the highest need of more high-quality academic offerings. Given the challenges associated with finding a school facility, the Founding Group recognizes it may be necessary to further expand the preferred geographic search areas in order to be ready for operation on schedule.

Having established a clear hierarchy of preferences and requirements of the facility as well as preferred geographic areas of location, the Founding Group next determined whether purchasing or leasing a space would be most appropriate. After evaluating both options it became apparent that purchasing a facility is highly unlikely in the early years of the school as the school has yet to develop a proven track record of high-quality academic outcomes, a financial management history that demonstrates confidence, and a reliable revenue stream. However, the Founding Group did identify potential benefits of owning a building in the long-term. The Founding Group moved forward with the understanding that the school would lease a space for the first five years of operation and then would move into a facility that the school had purchased.

Leasing Options

Commercial space. The Founding Group investigated commercial lease space as an option for securing a school facility. It first had discussions with Josh Kern of The Ten Square Group. Mr. Kern has extensive experience in the charter school facilities field and provided valuable consultation to the Founding Group. Additionally, the Founding Group initiated informal discussions with multiple commercial real estate brokers to discuss available space that might suit the needs of the school.

Through these conversations, the Founding Group has been informed of the current commercial leasing environment in the Southwest neighborhood. Accordingly, commercial Grade A space currently has an asking price of approximately \$55 per square feet, which negotiates to approximately \$35-\$40 per square foot. Additionally, special use property is leasing around \$15-\$20 a square foot. With this information, the Founding Group has considered its budget and broadened its scope of properties.

Co-location. The Founding Group has also identified co-location in a currently occupied but under-enrolled DCPS or charter school building as an option. The Landrieu Act or §38-1802.09 of the DC Code requires that all closed DCPS buildings first be offered to charter schools. To date the District has provided charter schools with significantly more favorable lease terms than the commercial market. The District is currently offering a dollar for dollar rent credit to all capital improvements. This lease structure allows for most charter schools to expend their facility allotments on the school facility. This leaves all other funds for operating and programming, a financial model, which is very favorable to the school. While these leases are very favorable to the charter school, it requires a sizable financial investment from outside lenders. To secure such financing, the school will have to establish a history of financial stability and academic excellence. The Founding Group anticipates that it may be able to take advantage of the favorable leasing rates from the District within 5 years of opening.

Founding Group member Althea Holford has extensive experience in working to find new occupants for vacated DCPS buildings and provided thorough guidance to the Founding Group about the suitability of available buildings. Furthermore, the Founding Group engaged in conversations with Ahnna Smith, Senior Advisor in the Deputy Mayor for Education's office to discuss how the Team could learn about available building space and pending DCPS and charter school closures.

Incubator space. To explore leasing options, the Founding Group began a conversation with Tom Porter, Director of Real Estate Operations of Building Hope. Mr. Porter outlined Building Hope's Incubator Initiative, which is a highly appealing option for the school. The Incubator is specifically for charter schools in their early stages facing the challenge of locating a home. An incubator space would provide the school with a unique opportunity to operate within the per-pupil facilities allotment while saving some of that money to develop cash reserves to enable the purchase of a site after several years. Building Hope has committed to helping the school explore space options following Charter approval. A letter of support from Mr. Porter is included in Section K. Letters of Support.

The Founding Group has prioritized the potential options available for facilities and established a timeline for accomplishment of key tasks to ensure a timely and well thought-out process that allows for potential delays that are often inevitable in the search for an appropriate facility.

The school's first preference would be to secure an incubator space with Building Hope. Upon approval of the Charter, the school will continue working with Mr. Porter to communicate our

preferences in a facility. We would first look to see if an existing incubator site would meet the needs of the school given the site constraints of the Incubator Initiative. If so, the school would look to secure the site and sign a Letter of Intent as early as possible. Having received commitment to work with Building Hope once the charter is approved, the Founding Group feels strongly that it would be able to utilize a Building Hope site. If however, an available incubator site does not currently exist, the school would then work with Building Hope to initiate a comprehensive search for a facility. Given the timeline would likely be extended with this process, the school would expect to identify a site by April 2013, receive control of the school site in June 2013, and have any necessary renovations completed and facility ready to move into by late July 2013.

Should the option of an incubator site not suit the needs the school, the school's second preference would be to co-occupy a school site with an under-enrolled DCPS facility or charter school. This option would require extensive communication, coordination, and collaboration with DC Public Schools, Veronica Falwell at Department of General Services, and the Deputy Mayor for Education's office. If it becomes clear that the Incubator might not be an option, the school will begin conversations with all interested parties to identify opportunities that might exist in the preferred geographic areas. We estimate that process would likely allow for the school to have a site identified by April 2013, receive control of the school site in June 2013, and have any necessary renovations completed and facility ready to move into by late July 2013.

After exhaustion of the two previous facility options, the third option that the Founding Group would consider is the lease of a commercial space. As previously referenced, the Founding Group has done initial investigation of the available commercial options. If previous two options have fallen through or look doubtful, the school will immediately begin an in-depth process of searching for and evaluating commercial real estate by enlisting the services of a commercial real estate broker. The school would also consult with an architect to understand the renovation needs of each facility to ensure that it meets the necessary charter school facilities guidelines for occupancy. The school anticipates the following timeline for identification, securing a lease, and renovations of the facility, if necessary⁶⁵:

- Site search - Ongoing; more extensive post charter approval
- Site selection - January 2013
- Lease negotiation and formalization - February 2013
- Designing plans and Renovations, if applicable - March 2013 - June 2013
- Renovations completed - June 2013
- Site ready for occupancy - July 2013

Ingenuity Prep views the process of identifying and occupying a school facility as one of the utmost importance. Ensuring that the school has a clear vision of the school's needs and priorities while maintaining the flexibility to adjust given the potential for instability in the search process will position the school to be well prepared for the process that lies ahead. The Founding Group

⁶⁵ Timeline assumes Incubator space.

believes the extensive planning process that has been undertaken so far and the strategic plan for guiding the remaining parts of the process help to set the school up for a successful facilities search process.

B. BUSINESS PLAN

4. FACILITIES

b. SITE RENOVATION

Ingenuity Prep intends to make use of an incubator site through Building Hope. Through an agreement with Building Hope, the school would not incur any expenses for site renovation or improvements. Nevertheless, the school has budgeted a modest amount of funding for renovations or leasehold improvements for contingency. While the school is firmly committed to making an incubator space work, if the school is unable to make use of an Incubator site the school might need to make budgetary adjustments to complete necessary building renovations on a leased commercial space. See Section B.3.a Anticipated Sources of Funding for discussions of options the school has considered for budget cuts. Also note that the school might also pursue tenant improvement loans from either OSSE or Building Hope.

Regardless of the eventual school site, the school will ensure that the facility is in compliance with all building codes and occupancy regulations. Founding Group member Shawn Samuel, President of JDC Construction Project Management, is providing expert guidance to ensure any school site meets all requirements.

Prior to Operating Year 6, the school anticipates purchasing a permanent school site. At that point, the school will begin working with an architecture firm and project management company to design and oversee the renovation process. Any construction and/or renovations will ensure that the facility is fully compliant under building, zoning, and safety codes., with an additional commitment towards building a sustainable facility. The school will follow the public notice, bidding requirement, and review requirements established under the DC School Reform Act, outlined in the DC PCSB's Fiscal Policy Handbook⁶⁶.

⁶⁶ Public Charter School Board. (2011, January). Fiscal Policy Handbook (4 ed.). Washington DC. Retrieved December 23, 2011 from the World Wide Web: http://www.dcpubliccharter.com/data/images/pcsb_fph_2011_4thedition.pdf.

B. BUSINESS PLAN

4. FACILITIES

c. FINANCING PLANS FOR FACILITIES

Ingenuity Prep intends to lease the school facility for the first five operating years. The school is exploring the option of occupying a Building Hope incubator space. In the case that the school uses an incubator space, the cost of the facility will be the total per-pupil facilities allotment less 20% in Year 1 and less 10% in each subsequent operating year for as long as the school is in the incubator space. This will ensure that the facilities costs never exceed the per-pupil facilities allotment and enables Ingenuity Prep to save a substantial amount of money each operating year for use as a down payment to purchase and renovate a long-term school facility.

Following the approval of the Charter, the school will establish an account with a bank in DC. Establishing a bank account will allow the school to apply for a line of credit and build a credit history that will position us to purchase or construct a school facility in the future. Additionally, the school intends to work closely with the Office of Public Charter School Financing and Support at OSSE to take full advantage of the multiple mechanisms, including credit enhancements and “gap” financing, available to charter schools looking to bolster their financial situation going into purchasing a permanent school facility. The school does not intend to move into a permanent facility until Operating Year 6.

B. BUSINESS PLAN

4. FACILITIES

d. BUILDING MAINTENANCE

Ingenuity Prep is committed to providing a clean, comfortable, and safe environment for students to learn and grow in. Having a well-maintained school building will help teach students the value of being good stewards and caring for the school environment. To that end, the school will hire a full-time custodian/day porter to ensure that the building is kept clean, orderly, and well-functioning. Additionally, the custodian will perform minor maintenance tasks, as necessary. For a more thorough cleaning, the school will have a custodial service that cleans the school facility nightly. Upon approval of the Charter, the school will create a plan for the provision of necessary inspections to ensure the school is meeting all codes and regulations. Oversight and accountability of necessary inspections will be a responsibility of the Director of Business and Operations, upon his/her hire.

B. BUSINESS PLAN

5. RECRUITMENT AND MARKETING

a. OUTREACH TO THE COMMUNITY

Guiding Principles for Community Outreach. As with its parent engagement strategies outlined in Section A.4.a Parent Involvement, Ingenuity Prep will take a three-pronged approach to community outreach:

- Build Relationships
- Cultivate Voice
- Communicate & Collaborate to Support Students

While these strategies will occur simultaneously and not necessarily in the sequential order outlined above, the Founding Group does recognize the primary importance of the first two in paving the way for an effective and healthy dynamic in the third. With this frame, the school has undertaken its initial outreach efforts and identified a strategic plan for its upcoming efforts.

Initial Efforts. The Founding Group is engaging a range of individuals and organizations across its target community, meeting and/or speaking with the following people to 1) listen to their reflections on the school needs in their community and 2) gather feedback on the initial vision for Ingenuity Prep:

- Monica Warren-Jones, Ward 6 School Board Member:
- Bonnie Cain, Education Advisor to Ward 6 Councilman Tommy Wells
- Kael Anderson, President, Southwest Neighborhood Assembly
- Eve Brooks, Secretary, Near SE/SW Community Benefits Coordinating Council
- Ron McBee, ANC 6D Chair
- Rhonda Hamilton, ANC 6D Commissioner
- Melissa Rohan, Ward 6 School Board Candidate, Near SE/SW Parents and Neighbors for Education Excellence Now!
- Ruth Hamilton: Pastor, Westminster Presbyterian Church

Additionally, the school is in the process of organizing—with Rhonda Hamilton and Melissa Rohan—several focus groups for Southwest parents and, from this group, building a Parent Advisory Council to serve as a community voice in informing the Founding Group through the application process and founding year.

Upcoming Efforts. Going forward the school will continue its efforts to build relationships, cultivate community voice, and communicate and collaborate to support students. In promoting its presence in the community, Ingenuity Prep will pursue the following strategies:

- Communicate important school updates with the lead blogger for the community's primary blog, *Southwest: The Little Quadrant That Could* (with whom the Founding Group has already spoken) and the community paper, *The Southwester*.
- Promote its website: www.ingenuityprep.org (initial development to occur in spring 2012).
- Distribute flyers at central community locations such as the King Greenleaf Community Center at First St and M St SW and the Safeway Grocery Store at 4th and M St SW.

- Distribute flyers and “go door to door” to promote the school in apartments and housing projects serving the school’s target population.

Serving the Community. The Founding Group is committed to serving both its local community and the broader education community across the District, and is exploring ways to do so strategically and effectively. These may include the following:

- Shared professional development with other local schools, including AppleTree PCS and Amidon-Bowen Elementary.
- Open-visitation policy wherein teachers from other schools across the District are invited to visit the school
- Monthly parent-empowerment workshops, open to the community, on topics self-selected by the parents

B. BUSINESS PLAN

5. RECRUITMENT AND MARKETING

b. RECRUITMENT OF STUDENTS

The Founding Group of Ingenuity Prep fully recognizes the immense challenge charter schools face in needing to build enrollment numbers. As educational options throughout the District of Columbia continue to increase, Ingenuity Prep will have to develop a thoughtful, directed student recruitment plan. Given the unique offerings of Ingenuity Prep’s academic program, the Founding Group believes that the school is well positioned in the market, appealing to parents who value a high-quality and rigorous program that is accessible both geographically and economically. Ingenuity Prep will stress the mission of developing knowledge and skills to empower students to be leaders in their 21st century communities.

The student recruitment strategies that Ingenuity Prep will employ are an outgrowth of the overall community outreach outlined in Section B.5.b Outreach to the Community. Through the community outreach work, the Founding Group has already started engaging community members in support of the vision and development of the school. Through development of the Parent Engagement Association, Ingenuity Prep has begun building relationships with parents and families in the Southwest community. While the purpose of building the Parent Engagement Association is to better understand the needs of the families in the community the school intends to serve, there is the added benefit that each of the members of the Parent Engagement Association will be a partner in the outreach and recruitment efforts of the school.

Ingenuity Prep intends to build a school that is reflective of the demographics of the surrounding community (see Section A.1.a Education Needs of the Target Population and Section H Demographic Analysis). As a school founded on the belief of primarily serving the students in the community that the school is located, a vast majority of marketing efforts will be targeted towards the surrounding community. As previously noted, Ingenuity Prep will utilize outreach and recruitment tools geared towards the local community. Through advertisements in the local community newspapers and on

the community blog, the school will target a local audience. If enrollment numbers fall below targets, recruitment efforts will be expanded to recruit students throughout District of Columbia as a whole.

In collaboration with the Parent Engagement Association, Ingenuity Prep will conduct a series of community meetings and information sessions to share the school's mission and philosophy and to discuss in more detail the educational program that the school will offer. These sessions will run from late September 2012 through late February 2013 as part of the overall enrollment process, as noted in Section C.1.a Timetable for Registering and Enrolling. The school will also distribute recruitment materials at locations with high local community volume, such as grocery stores, community centers, and restaurants. Information sessions and recruitment materials will clearly outline the enrollment timeline and all messaging to parents will include the urgency necessary to meet application deadlines. The deadline for submission of application materials is April 3rd, 2013. In the event that enrollment targets have been exceeded, a lottery will be conducted on April 10th, 2013. Parents and families not attending the lottery will be notified of the results within 5 days. Families will confirm enrollment through the completion of the enrollment packet, due to the school by May 8th, 2013.

Ingenuity Prep has identified the recruitment and enrollment of siblings of currently enrolled students a priority. As such, the school will institute a policy of sibling enrollment priority. The policies governing enrollment priorities is further outlined in Section C.1.b Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students.

Upon approval of the Charter, Ingenuity Prep will develop an extensive marketing plan in consultation with experts in the field and with currently existing charter schools in which to recruit students. Included in the development of the marketing plan will be an overall branding campaign to develop a school logo, colors, and fonts to ensure a consistent presentation and development of the school's identity. Once a brand has been developed, the school will develop marketing materials including a website, flyers, business cards, and advertisements for print and radio. In Year 2, the school will seek to hire a full-time Development and Marketing Manager who, in collaboration with Head of School and Director of Business and Operations, will manage the school's marketing and recruitment efforts. The Development and Marketing Manager will ensure consistency and clarity in the school's communication and outreach efforts to current and prospective students and families.

As part of the recruitment and retention efforts, Ingenuity Prep will work to partner with community organizations to assist in the recruitment, enrollment, and retention of homeless students. Per the spirit of the *McKinney Vento Homeless Assistance Act of 1987, as amended*, Ingenuity Prep will strive to ensure all students, regardless of their living situation, have access to the same opportunities of a high-quality education.

Ingenuity Prep will work tirelessly to recruit students to ensure enrollment targets are met by the first day of school. However, if enrollment targets are not met, the school has contingency plans to

ensure the school is capable of carrying out the educational program. Details of contingency plans are laid out in Section B.3.a Anticipated Sources of Funding. Primary among those contingency options is a reduction in the number of teaching staff, which the school can accommodate within the academic program, if necessary. Additionally, if seats remain vacant the school will have a rolling enrollment process throughout the school year for students who seek to enroll later.

B. BUSINESS PLAN

5. RECRUITMENT AND MARKETING

c. FUTURE EXPANSIONS AND IMPROVEMENTS

Ingenuity Prep will open in August 2013 with 108 students in four classrooms from Preschool through Kindergarten. The school will open with one classroom of 24 students in Preschool, one classroom of 24 students in pre-Kindergarten, and two classrooms of 30 students each in Kindergarten. Each subsequent year of operation, the school will expand to the next grade-level. Each yearly expansion will see the school add 60 additional seats, while replacing any vacated seats. Therefore, Year 2 total enrollment will be 168, Year 3 will be 228, Year 4 will be 288, and Year 5 will be 348. The school will meet full capacity for PS-8th grade in Year 9 with 678 students.

The enrollment figures shown in the table below are estimated numbers that are subject to adjustment depending upon multiple factors including facilities, consistency in per-pupil funding, and the ability of the school to recruit and retain students. Based on estimates from existing charter schools serving this grade range, Ingenuity Prep expects an attrition rate between 8% and 10%. Taking into account vacated seats and new seats available each year, the school is fully aware of the significant effort that must be focused on recruiting and retaining students and the members of a highly-effective teaching staff.

The school intends to be located in an incubator site for Years 1-5 and then relocate to a more permanent facility before Year 6. To maintain our commitment to the community and to ensure a minimally disruptive transition for our students and families, the school fully intends to find a permanent location in, or in close proximity to, the community in which our initial facility is located. If such a location is unable to be secured, the school will put forth all effort ensure that all enrolled students transition with the school from our initial location to the more permanent facility. If such a move were to occur, the school would also be dedicated to work with families, community members, organizations, businesses, ANC commissioners, and others within both our old and new communities to strengthen and reaffirm our existing relationship and partnerships, as well as developing new relationships and partnerships that provide opportunities to our students. In anticipation of the relocation before Year 6, the school will work in the first four years to develop capital necessary to secure an appropriate permanent facility in which the school will be able to continue to grow into without the need to relocate.

Ingenuity Prep is committed to a responsible, carefully thought out, grade-a-year growth strategy, which allows the school to focus above all else on creating an outstanding academic program for

students. To this end, the school has identified four priorities for sustaining our growth projections while maintaining a mission-aligned organizational culture and ensuring high quality instruction. They are: 1) identification and development of facilities and resources to support new facility acquisition, 2) a robust organizational structure, including a well-developed Board of Trustees, and staffing plan to assure mission and philosophy fidelity, 3) a rigorous interview and hiring process alongside an organizational commitment to staff satisfaction and retention, and 4) a student and family recruitment and outreach strategy that is driven by the value of the school’s high-quality academic program. It will be the responsibility of both the Board of Trustees and the Head of School to develop the structures to ensure the growth priorities are appropriately planned for and implemented.

Five-Year Enrollment Targets by Grade-Level, including Special Education and ELLs

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Preschool	24	24	24	24	24
Prekindergarten	24	24	24	24	24
Kindergarten	60	60	60	60	60
First		60	60	60	60
Second			60	60	60
Third				60	60
Fourth					60
Total # of students	108	168	228	288	348
# of students receiving Special Education services*	11	18	26	33	40
# of students who are English Language Learners (ELLs)**	3	5	7	9	11

*based on estimation of 10% of students in PS-K and 12% 1st-4th.

**based on estimate of 3% of students qualifying as English Language Learners (ELLs).

C. Operations Plan

C. OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

a. TIMETABLE FOR REGISTERING AND ENROLLING

Ingenuity Prep has a clear timeline for registration and enrollment to reduce uncertainty and facilitate an orderly and efficient process. This includes the creation and dissemination of enrollment materials, public notice of key dates, and a series of fair and easy to understand deadlines. Application documents will be made available in November 2012 with a deadline for submission of April 3, 2013 at 5pm. A lottery, if necessary, will be held a week after. The school will announce the roster of admitted students, and distribute and collect enrollment packets to ensure all available seats are filled well in advance of the first day of the school. If necessary, a wait-list will be maintained. The full timeline is outlined below:

Timeline	Objective
Mid August 2012	Develop school application document (to be used for registering for the lottery and/or seat reservation) and school enrollment packet (to be used once a student has been offered a seat).
Early September 2012	Finalize marketing strategy
Late September 2012 - Late February 2013	Begin holding community presentations and discussion forums to share school's mission and philosophy.
November 2012	Announce enrollment dates and details
November 2012 - April 3, 2013	Application collection period; all applications due by 5pm on April 3, 2013
April 10, 2013	Lottery (if applicable)
April 15, 2013	Announcement of Lottery results (for those not in attendance at lottery)
April 16, 2013 - May 8, 2013	Distribute Enrollment Packets - Enrollment Packets due by 5pm on May 8, 2013
Starting May 8, 2013	Remaining seats filled according to wait-list (if applicable).
April 15, 2013 - August 2013	Residency verification and collection of special education information (if applicable) for fully enrolled students. For students initially accepted through the lottery, this material will be due by the enrollment packet deadline of May 8th. For students accepted off of the waitlist, this material will be due within three weeks of their acceptance date.

June 2013 - July 2013	Parent and Family Orientation sessions (parents/families will be required to attend at least one session; food will be provided)
August 5, 2013	First Day of School (tentative)

C. OPERATIONS PLAN

1. STUDENT POLICIES AND PROCEDURES

b. POLICIES AND PROCEDURES FOR ENROLLMENT, WITHDRAWAL, SUSPENSION, AND EXPULSION OF STUDENTS

Student Policies

Following approval of the Charter, the Head of School, supported by the Director of Curriculum and Instruction, the Director of Business and Operations and in consultation with legal counsel, will develop the student handbook. The handbook will outline school policies and procedures as they relate to students, including the student discipline policy. It will be made available to all stakeholders and will be disseminated to all students and families during parent orientation meetings, held in the summer before the opening of the school. Development of the student handbook will begin in the fall of 2012 with the intention of completion by spring of 2013. The process will be guided by the mission and philosophy of the school and informed by best practices of other charter schools both locally and nationally, as appropriate.

Enrollment

Eligibility. All residents of the District of Columbia who are of the appropriate age and grade level are eligible to apply to Ingenuity Prep regardless of race, ethnicity, national origin, gender, disability, language proficiency, sexual orientation, any measure of aptitude or achievement, or any other basis prohibited under District of Columbia and federal law. Ingenuity Prep is firmly committed to a policy of non-discrimination in its enrollment practices. To that end, Ingenuity Prep will collect the minimally required information on its lottery application document. Only after a student is granted a seat will the school seek to gather further information through the school’s enrollment packet. All application and enrollment information will be securely stored in a storage apparatus and in a password-protected computer database. Furthermore, the school is committed to ensure residents who are homeless have full access to the application and enrollment process. The school will faithfully adhere to the intent and purpose of the law as expressed in McKinney-Vento Homeless Assistance Act of 1987.

Enrollment. Should the school receive more applications than the number of seats available, the school will conduct a lottery to fill the remaining seats. The lottery will be conducted in such a manner to ensure equality among all applicants. Following the first year of operation, the school will give preference to those students who are re-enrolling in the school. In the event that there are remaining seats available following the admissions timeline, the school will permit the enrollment of students who are not DC residents. These students would be required to pay the applicable

Nonresident Tuition Rate as established by the DC Office of the State Superintendent for Education. Though the school will allow for the enrollment of nonresident students, at no point will the school actively recruit nonresident students for enrollment. If the school is under-enrolled at the end of the admission timeline, the school will continue the enrollment process on a rolling, first-come-first-served basis until all remaining seats have been filled. Once all seats have been filled, the school will continue to develop a wait-list in the case a seat becomes available.

The school will offer enrollment preference to siblings of currently enrolled students. The policy is in alignment with the enrollment policies of many currently operating charter schools in the District of Columbia. Furthermore, Ingenuity Prep, to the extent allowable by law, will institute an enrollment preference policy to the members of the Founding Group. Policies and procedures governing the enrollment preferences given to any student will be fully outlined by the school following conditional approval and will be done in collaboration with the DC PCSB and legal counsel to ensure the school is operating in accordance with the DC School Reform Act.

Other Enrollment Requirements. In accordance with District of Columbia requirements, Ingenuity Prep will request proof of residency within the District of Columbia for all students. If residency cannot be verified by documentation provided by parents/families, the school will conduct home visits to verify residency, per DC PCSB policy. To ensure alignment with current enrollment audit requirements, the school will seek to collect residency verification forms after April 1 of each year.

Withdrawal

With official notice by the student's parent or guardian, students shall be able to withdraw from Ingenuity Prep at any point. The school will maintain the student's records until they are requested transfer them by the student's new school, or by the student's parent or guardian. The school will also endeavor to conduct confidential exit interviews with all parents or guardians of withdrawn students. The school intends to use information gathered to improve the quality of the school and to have a comprehensive account of the reasons for student withdrawals.

Suspension and Expulsion of Students

Ingenuity Prep is committed to ensuring all students are academically successful. The school also takes seriously the need to develop the appropriate behavioral skills that allow students to become leaders. Fundamental to that belief are the school's core values (See Section A.1b Mission and Philosophy), which are the characteristics the school endeavors to develop in students. To be leaders in the 21st century, students must be prepared to interact and collaborate with others, seek to find solutions to interpersonal problems, share ideas with openness, and embrace their own emotions while being cognizant of the emotions of others. Teachers, school leaders, volunteers, and families will strive to be consistent models of the school's core values, ensuring students have well-developed understanding of those values in action.

Complementary to those values is the organizational philosophy that instructional time is highly valuable and must not be wasted. Students are encouraged to take ownership of their learning and to cultivate a peer community in which every learning opportunity is seized and not wasted. Students who disrupt the learning of others in their classroom will be subject to the consequences outlined in the discipline plan. Multiple infractions or singular incidents of serious concern are grounds for suspension, or ultimately, expulsion.

Upon approval of the Charter, the Head of School will develop, with the Board of Trustees approval, a transparent student discipline policy to ensure students and families fully understand what is and is not acceptable academic behavior. The discipline plan will follow the guidelines outlined in the DC PCSB Policies and Procedures Manual⁶⁷. As such, the discipline policy will be clearly stated in the student and family handbook that will be distributed to families at the beginning of the school year. It will also be discussed during student orientation, at school assemblies, and at the level of individual classrooms. The discipline plan will be firmly based on the aforementioned beliefs and the following philosophies about student behavior:

- Students learn best in a positive, encouraging environment where there are high expectations for student behavior and procedural efficiency.
- Students learn best when adults are clear, firm leaders and when they ensure their communication with students is characterized by humility and a commitment to the promotion of students' dignity.
- Students learn best when adults are consistent in their responses to student actions and when they strive to meet each student's individual socio-emotional needs.

The discipline plan will further outline the rights and responsibilities of students, parents, and school staff. It will outline all infractions, the consequences of infractions, the suspension and expulsion policies, and the appeals process (described below). The discipline plan will further stipulate the school's reporting requirements to the DC PCSB in regard to the reporting of all expulsions and suspensions through ProActive.

In the development of suspension and expulsion policies, Ingenuity Prep will fully comply with the intent of the law as outlined by the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 as it applies to students with IEPs.

Appeals. Parents or guardians have the right to appeal any expulsion decision made by the school. After the determination is made to expel a student from the school, the Head of School will inform parents/guardians of their right to appeal the disciplinary decision. All appeals of disciplinary action must be submitted in writing to the Board of Trustees (BoD) within 10 days of the determination of expulsion and the notification of the parent/guardians right of appeal. The BoD will establish a hearing date within a reasonable timeframe, not to exceed 10 days from receipt of the written appeal. The decision made by the BoD will be deemed final. The appeals procedures and

⁶⁷ See Public Charter School Board. (September 30,2011). Policy and Procedures Manual. District of Columbia: Author.

policies will be further laid out in the student handbook, which upon completion will become the governing document for appeals.

C. OPERATIONS PLAN

2. HUMAN RESOURCES INFORMATION

a. KEY LEADERSHIP ROLES

Head of School

Co-Founder Aaron Cuny will assume the position of Head of School. In this full-time role, he will lead the school's Director of Curriculum and Instruction and Director of Business and Operations to ensure the school meets its annual academic, business, and operational goals. Now in his tenth year as an educator, Aaron brings to the position of Head of School successful experience as a classroom teacher and school leader. He has taught at both the elementary and middle school levels, spending five years at low-socioeconomic district schools in Oakland, California, and two at private, high-socioeconomic International Baccalaureate schools in Mexico. He received a Masters in Education Leadership from Teachers College, Columbia University, and has served as a School Director at Teach for America's Los Angeles summer training institute where he led a training program for 53 new teachers. In joining New Leaders for New Schools and serving as Resident Principal at DC Bilingual Public Charter School, Aaron has been a key driver in leading the school's turnaround efforts. This work- across the school's academic, cultural, and operational efforts- is outlined in his resume in Section F. Most recently, he helped lead the school to strong reading and math gains on the 2011 DC CAS: the school's combined achievement gains ranked 6th of over 120 charter and district elementary schools and its math gains ranked 3rd of over 120 schools for the low-socioeconomic subgroup.

Director of Curriculum & Instruction

The leader assuming this full-time position will work with the Head of School to coordinate the school's curriculum and lead the school's efforts to achieve its instructional goals. Until this position is filled, Co-Founder Aaron Cuny and Founding Group members Jessica Marker and Liz Streibel will lead the development of the school's curriculum. As is outlined in their resumes in Section F, this team brings a range of teaching and curriculum experience and expertise in early childhood education, elementary school, and middle school--particularly in the literacy domain. Given this experience, the team is well-positioned to ensure 1) a rigorous college-preparatory curriculum is developed and 2) a rigorous selection process is established for the hiring of this position.

Director of Business & Operations

The leader assuming this full-time position will work with the Head of School to ensure the school achieves its business and operational goals. Until this position is filled, Co-Founder Will Stoetzer and Founding Group members Debra Santos, Althea Holford, and Alex Sierra will lead the development of the school's business and operations plans. As is outlined in their resumes in Section F, this team brings a range of experience and expertise in charter operations, accounting, school finance, grants

management, charter facilities, and data management systems. Additionally, the team is working EdOps, a DC firm dedicated to providing business management services to charter schools. With this experience, the Ingenuity Prep team is well-positioned to ensure 1) thoughtful and viable business and operations plans are developed and 2) a rigorous selection process is established for the hiring of this position.

Legal Counsel

Jacqueline L. Allen and attorneys at the law firm of Saul Ewing LLP are providing pro bono legal counsel to Ingenuity Prep Public Charter School. It is expected that, as pro bono legal counsel, she will provide guidance on contracts, leasing documents, corporate and governance documents, hiring practices and policies, employee and student policies (including development of an employee handbook, family handbook, and student policies and procedures handbook). It is estimated that these responsibilities will take 5%-10% of Ms. Allen's time. Upon conditional approval of the Charter, the Board of Trustees, in consultation with Saul Ewing LLP, will select permanent legal counsel.

C. OPERATIONS PLAN

2. HUMAN RESOURCES INFORMATION

b. QUALIFICATIONS OF SCHOOL STAFF

Baseline Qualifications

In staffing the school, Ingenuity Prep will ensure qualifications required by statute are met, including highly qualified teacher provisions of No Child Left Behind. Additionally, the school will seek to recruit candidates who possess the following baseline qualifications:

- *Administrative Leadership*
 - Minimum of a Bachelor's Degree
 - 3-5 years of successful experience as a classroom teacher for curriculum and instructional positions
 - 2-3 years of successful business and/or operational experience for business/operations positions
- *Classroom Teachers*
 - Minimum of a Bachelor's Degree
 - At least two years of successful teaching experience (preferred)
 - Proof of content and pedagogical expertise as demonstrated on the Praxis II exams

Primary Hiring Criteria

Beyond these baseline qualifications, the school will establish ambitious selection criteria and a rigorous selection process to ensure it hires leaders, teachers, and other staff who are well prepared to help the school achieve its ambitious goals. The primary hiring criteria for

administrative leadership and teachers, the recruitment process, and the procedures for selection and background checks are described below.

Administrative Leadership. Beyond the baseline qualifications, the school will seek leaders with 1) strong convictions on the capacity of all children to achieve and 2) the capacity to effectively realize the goals outlined for their respective position. In past achievement and future capacity, these leaders will demonstrate that they are:

- *Innovative and Visionary*
 - with the ability to think creatively, and
 - identify new strategies and approaches for existing problems
- *Inspiring and Trustworthy*
 - with the capacity to facilitate the development of, mobilize a community around, and clearly and compellingly articulate a shared vision; and
 - the demonstrated character and competence that leads others to trust them
- *Collaborative and Communicative*
 - with a strong track record of effectively leading and working within a group, and
 - the ability to communicate with authority, humility, empathy, and resonance
- *Reflective and Data-Driven*
 - with the capacity to accurately analyze and evaluate both personal and organizational actions, and
 - a track record of effectively managing data-driven continuous improvement processes

Classroom Teachers. Beyond the baseline qualifications, the school will--first and foremost--seek teachers with 1) strong convictions on the efficacy of children and 2) the capacity to effectively realize the goals outlined for their respective position. In past achievement and future capacity, these teachers will demonstrate that they are:

- *Critical-Thinking, Hard-Working, and Data-Driven*
 - with a strong track record of academic and professional achievement,
 - a demonstrated *capacity* to plan logical, data-driven, rigorous long-term, unit, and daily lessons, and
 - a demonstrated *willingness* to invest the time necessary to plan logical, data-driven, highly-rigorous long-term, unit, and daily lessons
- *Confident and Emotionally-Intelligent*
 - with the capacity to cultivate a safe, welcoming, positive classroom culture
 - high expectations for student behavior and procedural efficiency,
 - the ability to identify a wide-range of strategies for investing students in their individual goals and those of the larger classroom and school communities, and
 - the capacity to deliver instruction with poise, positivity, enthusiasm, and emotional constancy

- *Collaborative, Humble, and Culturally-Competent*
 - with strong communication skills and the capacity to both deliver and receive critical feedback, and
 - the ability to collaborate 1) around a shared vision and 2) across a diverse community of professionals

Recruitment

The Founding Group of Ingenuity Prep believes the success of the school will rest largely on its ability to recruit and retain high-capacity, highly-effective individuals for its leadership, teaching and support staff positions. Prior to its founding year and beyond, the Head of School will place significant focus on recruitment and retention of leaders, teachers, and staff who meet the hiring criteria outlined above.

In recruiting for support staff, teaching, and leadership positions, the school will leverage the following resources:

- **Personal Networks.** The Founding Group has an extensive network of friends and colleagues who currently work across the education community in Washington DC. In his prior experience as a school leader, Co-Founder Aaron Cuny has found the “word of mouth” and personal networks of his best teachers to be the single greatest source of additional high-quality teaching candidates.
- **Teach for America.** As multiple members of the Founding Group are Teach for America alumni, the school hopes to leverage its strong relationship with the organization to identify and recruit experienced, highly-effective teachers and leaders.
- **The New Teacher Project.** Co-Founder Aaron Cuny has a working relationship with multiple members of TNTP’s DC staff and hopes to partner with them in their recent efforts to provide teaching candidate recruitment and screening services to DC charters.
- **Local Schools of Education.** In addition to tapping into non-traditional teacher certification pipelines like Teach for America, the school will build relationships with area universities to identify high-potential teaching candidates. Co-Founder Aaron Cuny has, in past years, attended job fairs at and hired teachers from local graduate schools of education.
- **New Leaders for New Schools.** Multiple members of the school’s Founding Group are affiliated with New Leaders for New Schools and, in leveraging this relationship, the school will seek to identify future candidates for leadership positions.
- **Partnerships with School Leaders at High-Performing Charter Management Organizations.** When and where appropriate, the school will leverage its relationships with school leaders at high-performing CMOs such as KIPP, Achievement First, and Uncommon Schools to identify teaching and leadership candidates who, due to factors such as regional relocation, may be potential candidates for teaching or leadership positions.

Selection & Background Checks

In selecting candidates for leadership, teaching, and support staff positions, the school will employ a rigorous selection process designed to measure candidates against the selection criteria outlined for their position. The selection process will include multiple constituencies from the school community and will involve a rigorous series of written tasks, personal interviews, role-plays, and relevant task demonstrations.

Employment at Ingenuity Prep will be contingent upon a clean background check. The school will conduct national background checks on all school personnel. These checks will include extensive searches of criminal and court records as well as sex offender registries. Records of the background check will be confidential and kept in respective personnel files.

C. OPERATIONS PLAN

2. HUMAN RESOURCES INFORMATION

c. STAFFING PLAN

The staffing plan for Ingenuity Prep is outlined below. This includes staff during the planning year, as well as a variety of staff during the first five years of operations: curriculum and instructional leadership staff, classroom/teaching staff, student and family support staff, and business and operations staff.

Planning Year Staff

Upon approval of the charter, Ingenuity Prep will immediately move to hire the proposed Head of School, Aaron Cuny on a contract basis. In the Planning Year, the Head of School will be responsible for developing curriculum, engaging in outreach to families and community members, implementing and refining the plans laid out in the school's charter, and recruiting highly-effective teachers and staff. The Head of School will also work to secure additional grant and donation funding which would make it possible to bring on additional staff in the Planning Year.

If additional funding is secured, the school will hire the Director of Business and Operations, also on a contract basis. The Director of Business and Operations would have direct oversight of financial matters, securing facilities and classroom furniture to ensure a timely move into the school building, and implementation of the school's technology plan in consultation with EdElements, including data management systems and classroom tools.

While the process of identifying, recruiting, and interviewing school staff will begin upon hiring the Head of School, the school will begin hiring additional staff members in early July 2013. The additional positions include Teaching staff (Teachers and Apprentices), the Director of Curriculum and Instruction, the Special Education Coordinator, as well as school operations support staff.

Curriculum and Instructional Leadership Staff for Operating Years 1 - 5

One of the primary responsibilities of the Head of School is oversight and accountability in the

development of a quality curriculum and the highly-effective delivery of that curriculum through classroom instruction. To support the Head of School in these areas of responsibility, a Director of Curriculum and Instruction will begin in Year 1. The Director of Curriculum and Instruction will be directly responsible for creation of the curriculum, ensuring teachers are fully trained on the curriculum, and carry out classroom observations and debriefing conversations as a means of improving instructional quality. The Director of Curriculum and Instruction will also hold the title of Principal. As such, the Director of Curriculum and Instruction will be the primary report for the school's classroom and teaching staff. As the school adds both teachers and students over subsequent operating years, there will be a need to expand the instructional support structure of the school. To this end, the school will look to add one Instructional Coach in Year 4 and one Instructional Coach in Year 5.

Classroom/Teaching Staff for Operating Years 1 - 5

Ingenuity Prep is committed to recruiting and retaining an outstanding staff of highly-effective and dedicated teachers. Knowing that teachers are the single most important factor in driving student learning, the school has a staffing structure which will ensure a low teacher to student ratio, a guiding principle that will enable high levels of differentiation of the curriculum and accommodation of varying learning styles. In each Pre-school and Pre-kindergarten classroom, there will be two full-time Lead Teachers, one of whom will be a certified in Special Education. Both teachers will be responsible for the primary instruction of all students, those with and those without IEPs. There will be an additional Apprentice Teacher in both the Pre-school and Pre-kindergarten classrooms.

In Kindergarten through Fourth grade, there will be grade-level teams of five teachers. Of that team of five teachers, three will be responsible for Literacy instruction, one will be responsible for Math instruction, and one will be responsible for Science, Social Studies, Civic Leadership, and Information, Media, and Technology Literacy. One of the three teachers hired for Literacy instruction will be a certified Special Education teacher. Additionally, one of the three teachers hired for Literacy instruction will be a Master Literacy Teacher. This person will coordinate the collaboration, support, and professional development of the teachers on his/her grade-level team.

The school will also be hiring Art, Music, and Physical Education instructors on a part-time basis. These teachers will instruct across multiple grade levels and, as such, will not be members of individual grade-level teams but will work in a collaborative nature with the grade-level teams to ensure curriculum alignment and develop opportunities to integrate concepts across content areas.

Student and Family Support Staff for Operating Years 1 - 5

The Head of School will provide leadership in the area of Student and Family Support. As a highly visible advocate for the school, the Head of School will have frequent interaction with families and community partners to ensure the school is supporting the needs of individual families and the larger community and, when necessary, creating and implementing plans for the development of

new student and family support structures. In Year 2, the school will hire a full-time School Counselor to support the emotional well being of students and staff. In addition to providing counseling services to students with and without IEPs, the School Counselor will be an important resource for communication with families and community members about implementation of positive behavior support structures in both the school and home environments. In Year 2, the school will hire a School Culture Coordinator to directly support the development of the school's core values and a school culture of high-academic achievement. The School Culture Coordinator will also be primarily responsible for providing behavioral support to classroom teachers and students. As such, the School Culture Coordinator will be in frequent communication with parents and families to establish clear lines of communication around school culture. In Year 4, the school will hire a part-time Family Services coordinator to develop family and community partnerships and manage the school's wrap-around services.

An important area of student and family support is the school's support of students with IEPs. Ingenuity Prep is committed to providing outstanding Free and Appropriate Public Education (FAPE) to students with IEPs. To ensure the needs of students with IEPs are met, in Year 1 the school will hire a Special Education Coordinator. The Special Education Coordinator will coordinate necessary related services, support teachers and students, serve as the primary expert by educating teachers, staff members, and families on matters pertaining to disabilities and legal requirements, provide direct services to students, and manage the IEP process including necessary documentation, reporting and evaluation timeliness, and school accountability. The Special Education Coordinator will not be the only staff member responsible for the delivery of special education services, as previously noted, each grade-level team will have at least one teacher certified in Special Education who will deliver student services and collaborate with staff members to ensure the IEP is being faithfully implemented in all areas.

Business and Operations Staff for Operating Years 1 - 5

The Business and Operations staff will work to ensure that the school is functioning and managed properly to allow the vast majority of the school's effort be placed on developing an outstanding academic program. As noted, the Director of Business and Operations oversees the business and operations activities of the school. The Director of Business and Operations reports to the Head of School. To ensure the adequate operation of the school, in Year 1 the school will hire an Office Manager to run the administrative functions of the school and support the management of food services. Additionally, the school will hire a full-time Custodian/Day Porter to tend to the cleanliness of the building and to assist as a handyman for issues that may occur during the school day. In Year 2, the school will hire a Development and Marketing Manager to support the Head of School and Director of Business and Operations in securing and managing grants, and developing partnerships with individuals, corporations, and philanthropic foundations. Also in Year 2, the school will hire a part-time Food Services manager who will manage the process of food distribution and oversee and recruit food service volunteers from the parent and local community. In Year 4, the school will hire a Data and Accountability Manager to oversee the school's student information systems and multiple accountability processes. Also in Year 4, the school will hire a

part-time Volunteer Coordinator to recruit, schedule trainings for, and manage all of the school's volunteers. The Volunteer Coordinator will also work to ensure all necessary documentation for volunteers is on file.

To provide technology support to the school, a technology consultant will be hired as a contractor to help develop and maintain the technology infrastructure and resources.

Ingenuity Prep Public Charter School - Staffing Plan

	Salary Assumption	Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
	Grades Served	NA	PS-K	PS-1st	PS-2nd	PS-3rd	PS-4th
	Expected Enrollment		108	168	228	288	348
Executive Leadership Team							
Head of School / ED	\$95,000.00	1	1	1	1	1	1
Director of Business and Operations	\$80,000.00		1	1	1	1	1
Director of Curriculum and Instruction	\$80,000.00		1	1	1	1	1
Business and Operations Team							
Data and Accountability Manager	\$45,000.00		0	0	0	1	1
Office Manager	\$35,000.00		1	1	1	1	1
Development and Marketing Manager	\$60,000.00		0	1	1	1	1
Facilities Manager / Custodian	\$25,000.00		1	1	1	1	1
Food Services Coordinator	\$25,000.00		0	0.5	0.5	1	1
Volunteer Coordinator	\$30,000.00		0	0	0	0.5	0.5
Student and Family Support Team							
School Counselor	\$50,000.00		0	1	1	1	1
School Culture Coordinator	\$50,000.00		0	1	1	1	1
Special Education Coordinator	\$63,500.00		1	1	1	1	1
Family Services Coordinator	\$40,000.00		0	0	0	0.5	0.5
Instructional Leadership Team							
Instructional Coach	\$70,000.00		0	0	0	1	2
Teaching Staff							
Literacy Teacher	\$63,500.00		3	6	9	12	15
Math Teacher	\$63,500.00		1	2	3	4	5
Social Studies and Civic Leadership	\$63,500.00		0.5	1	1.5	2	2.5
Science / Info, Media, and Tech Literacy	\$63,500.00		0.5	1	1.5	2	2.5
ECE Lead (Literacy/Social Studies)	\$63,500.00		2	2	2	2	2
ECE Lead (Math/Science)	\$63,500.00		2	2	2	2	2
ECE Apprentice	\$40,000.00		2	2	2	2	2
Music	\$55,000.00		0.25	0.5	0.5	0.5	1
Art	\$55,000.00		0.25	0.5	0.5	0.5	1
PE	\$55,000.00		0.25	0.5	1	1	1
Total		1.00	17.75	27.00	32.50	41.00	48.00
FTE		-	20	29	34	43	49
Student to FTE Staff Ratio		-	5.40	5.79	6.71	6.70	7.10

C. OPERATIONS PLAN

2. HUMAN RESOURCES INFORMATION

d. EMPLOYMENT POLICIES

Hiring, Salary & Benefits

Ingenuity Prep is committed to providing salary and benefit packages that allow the school to successfully compete for the highest-performing leaders, teachers, and support staff in the area. Upon being selected based on the criteria outlined in Section C.2.b Qualifications of School Staff, employees will sign one-year, at-will contracts. The school will offer salaries and benefits above those of DCPS and similar to other high-performing charters with extended day and extended year schedules. In alignment with budget priorities, and pending the availability of grant money such as that provided through the recent OSSE Teacher Compensation Grant, the school will seek to provide additional monetary compensation to its teachers for the following:

- summer training
- professional development
- after-school and/or weekend intervention work with students
- exemplary performance in the school's evaluation process

Evaluation

Teacher Evaluation

Ingenuity Prep will develop its own Teaching Framework which will outline its vision of teaching excellence and cover a range of teacher actions across multiple stages of development. This document will include but will not be limited to expectations for teacher performance in the following areas:

- long-term, unit, and daily lesson planning
- utilization of data to drive instruction
- the cultivation of student investment and class culture
- management and instructional execution in the classroom
- engagement of parents
- collaboration with colleagues
- maintenance of other professional responsibilities including compliance, bookkeeping, etc.

Teachers will be evaluated across at least two cycles annually. For each cycle, teachers will receive regular, ongoing feedback from members of the school's instructional leadership.

Where necessary the school will utilize student achievement data in the evaluation of teachers. Upon finalizing its summative assessments and data tracking systems, the school will outline its plan for the use of student achievement data in the evaluation process.

Across each evaluation cycle, members of the school’s instructional leadership team will contribute observational evidence towards teachers’ evaluations. This evidence will inform teachers’ final evaluation scores for each cycle.

Professional development, outlined in Section A.4.f Professional Development for Teachers, Administrators, and Other School Staff, will be aligned with the vision of excellence outlined in the school’s Teaching Framework and, thus, the criteria on which teachers will be evaluated.

Administrative Leadership Evaluation

As is the case for its teachers, Ingenuity Prep will develop a framework for each administrative leadership position outlining a vision of excellent performance for that position. Staff in these positions will be evaluated twice annually and will receive regular ongoing feedback on their performance against their respective framework.

Head of School Evaluation

Prior to the August 2013 opening of the school, evaluation criteria and protocols for the Head of School will be developed by the Board of Trustees. Evaluations will take place at least annually. Compensation will be informed by performance and benchmarked against compensation for school leaders at similarly-sized institutions in accordance with IRS form 990 guidance

Contracts & Dismissal

Teachers

Teachers' individual category ratings and overall ratings at the end of each evaluation cycle will be the primary but not sole determinants in the school's rehire decisions. See below for a general guide on how evaluation scores will inform the retention process.

Rating	Retention Implications
Highly Ineffective	Retention Unlikely
Ineffective	Retention at Risk
Effective	Retention Likely
Highly Effective	Retention Very Likely

Thus, at the end of each evaluation cycle, a teacher’s retention will be considered “at risk” or “unlikely” if he/she receives any individual category rating or overall evaluation rating of *Ineffective* or *Highly Ineffective*. Teachers will receive a Teacher Improvement Plan (TIP) for each category score rated *Ineffective* or *Highly Ineffective*. TIPs will outline 1) areas of improvement and 2) time-bound goals for those areas of improvement and 3) short-term action steps teachers will take to achieve their goals. While teacher progress against their TIP goals will impact retention decisions, it is ultimately teachers’ overall evaluation cycle ratings and not their progress against their TIP goals that

will formally inform retention decisions. It is important to note that the table above outlines likely but not guaranteed scenarios. The school retains the right to retain and dismiss “at will.”

Administrative Leadership and Head of School

As noted above, all staff, including non-teaching staff, will serve under “at-will” contracts. Specific plans for improvement plans and dismissal protocols will be developed in consultation with the Board of Trustees prior to the August 2013 school opening.

Unemployment Compensation

Pending the circumstances of dismissal, employees may be eligible for unemployment compensation.

Other Employment Policies

- Provision for DCPS Employees: Any DCPS employee who comes to work for the school may request a two-year leave of absence, renewable for an unlimited number of two year terms. During this time, should the employee choose, the school will pay into the employee’s DCPS retirement plan.
- Equal Employment Opportunity: Ingenuity Prep will be an equal opportunity workplace and is committed to hiring a diverse faculty and staff.
- Drug-Free Workplace: The school will remain a safe and drug-free workplace. Distribution of illegal drugs on school grounds will be cause for immediate dismissal.

C. OPERATIONS PLAN

2. HUMAN RESOURCES INFORMATION

e. VOLUNTEERS

Ingenuity Prep will seek to recruit an active group of volunteers of varying age ranges and experiences primarily among the parent and family communities but more broadly from the neighboring community, local and city-wide businesses, area universities, philanthropic organizations and foundations, and the vibrant education community across the District of Columbia. As such, the school expects to utilize the generosity of volunteers across multiple areas of the school day and organization. In the initial operating years, the Head of School and Director of Curriculum and Instruction will be the ones primarily responsible for the recruitment of volunteers. In seeking volunteers, the school will focus initially on the parent and family community. The school believes strongly that active family involvement fosters a strong community culture and exposes students to civic leadership behaviors and attitudes that are models for the school’s core values. The core values will be a guiding tool in the recruitment of volunteers.

Ingenuity Prep will recruit volunteers for as many roles as can be responsibly supervised by staff. The following is a sample of the many opportunities that will exist for volunteers at Ingenuity Prep:

- Parent Engagement Association
- Food preparation, service, and clean-up
- Support Physical Education teacher during PE/Recess
- Tutors for math and literacy support during our academic enrichment blocks
- Helping to generate publicity for student and staff recruitment
- Lead workshops in subjects including technology, language classes, parenting, financial planning for parents and families.
- Chaperone for exploration field trips and class outings.
- Planning and organization school activities or events (ex. Family picnic, Teacher Appreciation Week)
- Members of the Board of Trustees
- Fundraising and public relations events
- Publish and edit school publications
- Presenters for College and Career day

To ensure that all volunteers are able best support the school’s students, Ingenuity Prep will make all efforts to train volunteers and prepare them to be successful in their interactions with students. As necessary, the school will seek the expertise of outside organizations or individuals to train volunteers. To this point, the Founding Group has already begun a relationship with Charter Board Partners and EdOps to provide training opportunities to our Board of Trustees on governance and financial matters. To ensure the safety of students, all volunteers will undergo criminal background checks conducted by a private firm with national search capabilities prior to working with students. Furthermore, all volunteers who interact with students will be supervised by a school staff member to ensure appropriate conduct of both volunteers and students.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

Ingenuity Prep will fully comply with all applicable federal and District of Columbia laws in the operation of the school. The following subsections outline the plans Ingenuity Prep has to ensure compliance with certain of such laws. Knowing that laws and regulations governing the operations of charters schools are subject to change and revision, the school will be diligent in its efforts to research and remain fully informed on the applicable requirements under both District of Columbia and Federal law. Ingenuity Prep will seek the advice of legal counsel, as needed, to ensure that school is fully compliant with applicable law.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

a. HEALTH AND SAFETY

Ingenuity Prep is committed to ensuring the health and safety of students, families, staff, and visitors of the school. As such, as required by Section 2202(11) of the DC School Reform Act[1], Ingenuity Prep will fully comply with all applicable federal and District of Columbia health and safety regulations and any applicable requirements of the Occupational Safety and Health Administration.

Furthermore, as mandated by Section 2204(c)(4) of the DC School Reform Act, Ingenuity Prep will each year turn in a report to the District of Columbia Public Charter School Board that verifies the school's facilities comply with the applicable health and safety laws and regulations of the District of Columbia and the federal government. Upon request, the report will be made readily available to the public.

Ingenuity Prep will submit to all applicable health and safety inspections, take any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

Ingenuity Prep will train staff, as appropriate, in First Aid and CPR to ensure the safety of the school's students and staff. The school will also secure and store First Aid kits in locations around the school that are made clear and are easily accessible to staff in the case of an emergency situation. In identifying a school facility, Ingenuity Prep will look to have a facility that includes a space suitable for a health suite that would accommodate the placement of a nurse from the DC Department of Health (DOH). Upon identification of the school facility, Ingenuity Prep will begin communication with the DC DOH to acquire the on-site placement of a nurse.

Further, in accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Ingenuity Prep will require evidence of all student required immunizations and provide information to parents on such requirements clearly and completely.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

b. SAFETY

Ingenuity Prep, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with

respect to access. The school will ensure that such requirements are observed in the selection or renovation of a leased facility and in the planning and construction of a permanent facility.

Furthermore, Ingenuity Prep will comply with all requirements of the District of Columbia Fire Prevention Code for the purposed of fire safety.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

c. TRANSPORTATION

Ingenuity Prep will inform all students' parents and families of their eligibility to apply for reduced Metro fares and obtain other public transportation benefits available to students of District of Columbia public charter schools under Title 35, Subtitle 1, Chapter 2, Sub-chapter 2 of the District of Columbia Official Code.

To ensure the safety of students arriving or departing from school by foot, Ingenuity Prep will seek assignment of a crossing guard or guards through the District of Columbia Department of Transportation School Crossing Guard Program.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

d. ENROLLMENT DATA

Ingenuity Prep will collect and maintain enrollment data as required pursuant to §2204(c)(12) of the DC School Reform Act. Residency information shall be verified and included in such data in accordance with the applicable requirements.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

e. MAINTENANCE AND DISSEMINATION OF STUDENT RECORDS

Ingenuity Prep will utilize a web-based student information system to maintain student data and records. Ingenuity Prep will maintain student records in accordance with the requirements of the DC School Reform Act and other applicable laws, including with respect to enrollment, attendance, the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.) and DC Code §38-301 et seq. (regarding residency requirements and nonresident tuition) and DC Code §38-501 et seq. (regarding required immunizations).

Ingenuity Prep will endeavor to obtain student records and assessment results from a student’s prior school. Enrollment packets will include a space for parent’s to authorize the release of said data to the school.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

f. COMPULSORY ATTENDANCE LAWS

Ingenuity Prep takes serious the responsibility of the school to keep accurate, up-to-date enrollment and attendance records to ensure that each and every student is accounted for at any moment of the school day. To that end, Ingenuity Prep will keep detailed and accurate attendance records and take all necessary steps in the case of persistent absence and/or tardiness. All attendance data shall be collected, recorded and reported using the school’s student information system and will be regularly uploaded to the attendance management reporting software, currently ProActive, as required by the District of Columbia Public Charter School Board.

Additionally, Ingenuity Prep will abide by the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.).

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

g. SUBCHAPTER B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Ingenuity Prep will comply with all federal regulations relating to special education, including Subchapter B of IDEA and Section 504 of the Rehabilitation Act. The school’s special education philosophy and program, previously outlined in Section A.2.e Students with Exceptional Needs, have been developed in careful consultation with professionals who are fully versed in the legal requirements and best practices of federal law governing students with disabilities.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

h. TITLE 1 OF THE IMPROVING AMERICA’S SCHOOLS ACT

Ingenuity Prep fully anticipates being able to qualify for Title I funding for the purposes of ensuring “that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and

state academic assessments”⁶⁸. Consequently, the school will comply with federal and District of Columbia regulations that govern the acceptable use of Title I funds.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

i. CIVIL RIGHTS STATUTES AND REGULATIONS OF THE FEDERAL GOVERNMENT AND THE DISTRICT OF COLUMBIA

Ingenuity Prep will ensure compliance with Sections 2202(11) and 2204(c)(5) of the DC School Reform Act as well as all applicable federal and district civil rights laws, including applicable provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C §2000d et seq.), which prohibits discrimination on the basis of race, color or national origin, and Title IX of the Education Amendments of 1972 (20 U.S.C. Sections 1681 et seq.), which prohibits discrimination on the basis of sex in education programs, Section 504 of the Rehabilitation Act and Title II of the ADA, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975 (42 U.S.C. 12101 et seq.), which prohibits discrimination on the basis of age, and other applicable federal and District of Columbia laws and regulations promulgated thereunder, to avoid unlawful discrimination against any student, employee, or volunteer.

C. OPERATIONS PLAN

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

j. OTHER

Ingenuity Prep will adhere to any additional federal and District of Columbia laws and regulations as they relate to employment, labor and benefits laws; contracting and procurement policies as outlined in DC PCSB’s Fiscal Policy Handbook; submission of financial statements, audited annually in accordance with Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools; access and the right to examine all records related to the award of the school’s charter; non-profit status under the terms stated in the District of Columbia Nonprofit Corporation Act, as amended, (DC Code §29-301.01 et seq.); DC Municipal Code;

⁶⁸ *Improving the Academic Achievement of the Disadvantaged*. U.S. Code 20 (2000), § 6301. <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html> (accessed December 24, 2011)

C. OPERATIONS PLAN

4. IMPLEMENTATION OF THE CHARTER

a. TIMETABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER

	Begun	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
A. Accountability					
Develop a comprehensive accountability plan	√	√	√		
Develop 1 and 5 year academic and non-academic goals and outcomes	√	√	√		
Determine Data collection needs and reporting requirements	√	√	√		
Select and purchase software for student, staff and school assessment instruments - academic and non-academic		√	√		
Identify, research and purchase hardware and software for managing student personnel and financial info, and reporting requirements			√	√	
Finalize Student records and forms templates				√	√
Establish suspension and expulsion policies	√	√	√		
B. Admissions					
Collect sample applications and registration forms and design forms		√			
Establish actual student application period	√	√			
Establish an impartial lottery procedure for selecting students if applications exceed available seats	√	√	√	√	
Develop confidentiality policy for student records			√	√	
Collect sample student/parent handbooks and design new version			√	√	√
Accept Student Applications and acknowledge receipt			√	√	√
Enter application info into student info system			√	√	√
Establish and adhere to application deadline			√	√	
Conduct Lottery and establish waitlists (if applicable)					√
Send confirmation of admission or waitlist status; notify parents of deadline for completing registration					√
Move applicants of waitlist into accepted status and continue registration until school is fully enrolled					√
Create letter for requesting records from previous schools and begin requests as students enroll					√
Hold Open House and Parent and Student Orientation					√
Establish system for recording and compiling enrollment and attendance information					√

C. Board of Trustees Organization and Procedures					
Create By-laws, Conflict of Interest documents	√				
Schedule first annual Board of Trustees Meeting			√	√	
Conduct elections/selection of remaining board members			√	√	
Establish plan for transition from start-up board to ongoing governance body			√	√	
Hold First Board Retreat to establish: Roles & Responsibilities Board, Governance, Relationship to Principal				√	
Review and revise Governance Documents			√	√	√
D. Communication & Marketing					
Develop Communication plan for outreach to DC parents, communities, organizations, and businesses and execute activities	√	√	√	√	√
Develop Identity and Website		√	√	√	
Develop Print Materials: Brochure and Flyers and grow Web Presence		√	√	√	
Contact Key Community Stakeholders	√	√	√	√	√
Develop Base of Volunteers		√	√	√	√
Hold Community Meetings	√	√	√	√	
Press Release about school and press follow up		√	√		
Hold Open House				√	
Run ads, distribute literature		√	√	√	√
E. Recruitment					
Hire Director positions		√	√	√	√
Hire Teachers & Other staff			√	√	√
F. Development					
Continue to identify and apply for private, corporate, foundation and government grants and support.	√	√	√	√	√
G. Educational Program Development					
Continue to develop educational program to assure program aligned with educational goals and accountability		√	√	√	√
Continue to develop enrichment, after school and summer programs		√	√	√	√
Encourage and support ongoing reading and research among faculty, professional development and the acquisition of materials		√	√	√	√
H. Facilities					
Identify and Select a School Site	√	√	√		
Lease Negotiation and Finalization			√		
Identify and address all zoning requirements or restriction on the building we expect to occupy or build			√		
Complete all inspections-fire code, health & safety, ADA, asbestos, etc				√	
Obtain certificate of occupancy					√
Acquire furniture and materials					√
Procure and manage communication lines					√
Technology installation					√
Move in furniture & arrange classrooms and other spaces					√

Open buildings for public access					√
If building will not be ready prior to school opening, secure space for staff training				√	√
Hire custodial staff					√
I. Financial Management					
Transfer responsibility for managing, administering, accounting for and reporting on initial grant funds, other revenues and disbursements to Head.		√			
Develop Year 1-5 operating and capital budget for Board approval	√	√	√		
Establish school bank account		√			
Make financing and banking arrangements and get letter of credit			√	√	
Develop financial management systems, policies and establish internal controls		√	√		
Determine insurance needs and obtain policies	√	√	√		
Contract with payroll firm				√	
Develop internal accounting, monitoring and financial reporting systems or choose vendor (EdOps)	√	√			
Identify and procure software for generating monthly financial reports and all other required reports			√		
Select independent auditor				√	
J. Food Service					
Select a Food Services Vendor	√	√	√	√	
Ensure facility meets any food service requirements					√
Ensure staff members acquire safe food handler training					√
K. Governance					
Establish Board of Trustees	√	√	√	√	
Advisory Board		√	√	√	
Establish Academic and Social Student Support Team					√
Establish Instructional Leadership Team					√
L. Health and Safety					
Acquire medical and health forms, including most recent physical exam, TB tests, immunization records					√
Check medical and health forms for completeness and conduct follow up					√
Establish policy for addressing noncompliance by parents or guardians in ensuring school receives all medical and health information required by state regulation				√	√
Provide all staff with first aid training and ensure school has adequate first aid supplies					√
Establish evacuation routes and procedures & schedule fire drills					√
Provide staff and students with orientation on code of conduct, suspension and expulsion policies, behavioral requirements, and prohibition of weapons on school property					√
Create risk management plan for emergencies / disasters					√
Orient families and staff on code of conduct, behavior requirements, suspension and expulsion policies					√

M. Legal and Organizational					
Receive approval of charter application		√			
Negotiate and sign contract with chartering authority		√			
File application for IRS 501c3		√			
File application for state tax exempt status		√			
Obtain licenses.		√	√		
N. Parent Involvement					
Ensure ongoing and meaningful involvement of parents in school governance, committees, classrooms, fundraising, and other areas					√
Establish and carry out process for choosing parent trustees				√	√
O. Personnel					
Collect sample personnel policies and handbooks and develop		√	√		
Develop benefits package		√	√		
Determine Staffing needs, including needs for multilingual counseling and social services and other staff	√	√	√		
Collect samples and design school's employment applications and contracts		√	√		
Develop job descriptions and timeline for hiring Administrators, teachers and staff. Advertise and hire.	√	√	√	√	√
Research requirements for background checks		√			
Research policies for staff taking leave from DCPS		√			
Develop staff professional development plan and schedule for year, including pre-opening activities		√	√	√	√
Establish salary scale / comp structure	√	√	√		
Conduct background check as required			√	√	√
Create personnel files				√	√
Assign classrooms and distribute curricular materials, furniture, supplies, etc.					√
Conduct employee orientation and pre-opening professional development activities					√
Distribute employee handbooks					
Establish staff evaluation policies and forms				√	√
Distribute class lists and cumulative records to teachers as appropriate					√
P. Procurement					
Order and manage delivery of textbooks and instructional materials					√
Order and manage delivery of desks, furniture and classroom equipment					√
Order and manage delivery of office equipment and supplies					√
Order and manage deliver of computers and other technology					√
Order and manage deliver of kitchen/cafeteria, gymnasium/recreation and other equipment and supplies.					√

Q. Special Education					
Obtain cumulative files (including existing IEPs) & suspension reports for all students from previous schools					√
ID students with IEPs					√
Create special education recordkeeping process, ensuring confidential records are kept in locked cabinet			√	√	√
Hire full-time staff, contract with outside provider, and or enter into agreement with school district for appropriate SPED service delivery				√	√
Establish pre-referral and referral process for students with potential special needs			√	√	√
Develop a description of the school's special education program and service delivery approach for parents and external entities (i.e. chartering authority, SPED monitoring entity)	√	√	√		
R. Technology					
Determine computer and other technical procurement for Year 1	√	√			
Purchase PCs and other technology				√	√

C. OPERATIONS PLAN

4. IMPLEMENTATION OF THE CHARTER

b. MAINTENANCE AND REPORTING OF ACADEMIC AND NON-ACADEMIC PERFORMANCE DATA

As a school structured to deploy significant technological resources in the classroom and to deliver a robust offering of digital content, Ingenuity Prep sees the value not just in technology in the classroom, but in education technology that has a purpose. Putting a computer or an interactive whiteboard into a classroom without a clear sense of what purpose that tool will serve ends up being a disservice to the whole school community. In developing a technology plan for the maintenance and reporting of academic and non-academic performance data, the school is seeking to create systems and tools to ensure that school leaders are empowered to develop an organizational culture that is infused with data-driven decision-making.

To ensure high-quality network connectivity, the school will secure at a minimum a T-1 Internet connection. The school will implement a wireless Internet network school-wide to allow for readily accessible Internet connectivity and to encourage flexibility for students, teachers and staff. Given the school's projected rate of free and reduced lunch population, the school will seek to apply for the federal government's E-Rate program to assist in securing the necessary technology infrastructure and services.

Prior to the school's opening, a complete data management system will be put into place that includes the school's student information system (SIS) and academic data tracking tools that are readily available to teaching staff and school leadership for instructional decision-making purposes. Led by Founding Group member Will Stoetzer, who has expertise and prior experience in implementing SIS and data tracking systems, the school will evaluate multiple available technology offerings. The school will seek a system that is secure, reliable, has high-quality reporting and data

analysis capabilities, is user friendly, allows for parent and student portals, allows for easy integration with the DCPCSB's student information system, and is Cloud-based. The school is particularly interested in Cloud-based systems as they are more reliable, can be securely accessed from multiple points, often don't require software downloads or installation, and require little in the way of maintenance on the part of the school. The SIS chosen will provide for the school to easily, safely, and accurately track student attendance, demographic information, parent and emergency contact information, behavior reports, academic information, grades, and school meals, among other functions. Additionally, all communication between the school and parents and families will be captured in the SIS. Currently, the school is most interested in SchoolForce, created and developed by Virginia-based, Acumen Solutions. SchoolForce provides all of the features that the school is looking for in an SIS, is offered at an affordable rate, and has a highly-responsive support and development structure in which the product is undergoing continuous improvement to meet the needs of partner schools. In his role as Data and Results Coach at DC Bilingual PCS, Mr. Stoetzer participated in a Race to the Top funded initiative to implement, test, and aid in the development of the SchoolForce system.

A robust SIS tool will allow the school to integrate data-driven decision-making into multiple areas of school performance. Based on prior experience, data management tools will allow the school to analyze: attendance to determine patterns in relation to tardies and absences; behavior reports to identify times or locations in which increased behavior incidents occur; determine which students mastered the daily teaching objective and which students should receive reteaching the following day; recognize mastery of content at the end of the term to ensure students are on-track to meet individual goals; find correlations between a student coming tardy to school and behavior reports during the school day. The school's data management tools will provide teachers with decision-making capabilities to develop appropriate small-groups, to differentiate lessons, and to guide students in their use of the digital content. Additionally, a high-quality SIS provides a parent and student portal that allows users to log-in to view grades, announcements, tasks, assignments, and calendars. In this way, the SIS will play an important role in the communication between the school and parents and students in regards to the learning that is taking place. However, the school fully recognizes that not all families will have regular Internet availability or the appropriate skills to navigate the tools. To that end, the school will make all efforts to create a parent resource center which would allow parents to use the Internet for the purposes of checking in on the progress of their child through the SIS parent portal.

The data management tools will also provide school leadership with important data and the systems to efficiently and effectively evaluate that data to make decisions that guide the school towards progress on its annual and long-term goals. Such data, when appropriate, will be reported out to the Board at the monthly meeting and to the larger school community. The Director of Business and Operations will be primarily responsible for the effective management of all data management systems. The Head of School and Director of Curriculum and Instruction will also have a significant role in the adoption of the tools amongst teachers and staff at the school. Additionally, they will be the driving forces behind the development of a culture of data-driven decision-making

within the school community. Upon hiring a Data and Accountability Manager in Operating Year 4, oversight of the data management tools will be a responsibility of the individual who fills that role.

The SIS and other data management systems also serve the function of ensuring that the school meets the reporting requirements for charter schools. The SIS will allow for the accurate and timely distribution of required reports relating to attendance and behavior. Additionally an accurate and up-to-date SIS is a powerful tool for ensuring a smooth and orderly enrollment audit process.

To support the implementation of the technology plan, the school will seek to hire a faculty and staff who are comfortable with and capable of incorporating technology into the classroom in ways that offer meaningful instructional value. As several components of the curriculum require the use of digital content, teachers will need to be well-versed in how to navigate the software offerings and quickly troubleshoot problems that may arise in the classroom. Each classroom will have a minimum of 8 computers for student use. Additionally, the school will provide a stipend to staff to purchase of a computer for work use. While the computer will be owned and maintained by the individual, staff will be required to have their computer available to them at all times during the school day to ensure they can access the school's SIS and other data management tools.

The school will also explore setting up a Google Apps for Non-profits account to serve as the school's email tool and for the purposes of sharing and collaborating on documents. The cloud-based system provides staff with flexibility in accessing documents and allows multiple users to view and edit documents at the same time. This tool is particularly beneficial given the collaborative nature of the school's grade-level teams and the need to jointly work on lesson, unit, and year-long planning materials. Additionally, the school is investigating Dropbox for Business, a cloud-based storage system that allows for secure document sharing and back-up.

To further support implementation of the technology plan, the school will contract with a technology consultant to help the school select, install, and train teachers on technology equipment. Currently, the school is working with Education Elements in a consulting capacity to help the Founding Group establish a comprehensive plan for the school's digital content and the technology infrastructure needed to support that content.

C. OPERATIONS PLAN

4. IMPLEMENTATION OF THE CHARTER

c. MAJOR CONTRACTS PLANNED

Ingenuity Prep intends to enter into the following contracts with organizations for services in which the value may equal or exceed \$25,000:

Vendor	Service Provided	Estimated Cost (Planning Year or Year 1)
EdOps	Bookkeeping, payroll, financial reporting	\$38,000 - Year 1
Revolution Foods (Tentative)	Food service	\$98,748 - Year 1
Building Hope (Tentative)	Lease for incubator space	\$254,016 - Year 1
Education Elements	Technology, Digital Content Licenses	\$30,000 - Planning Year \$250 per student - Year 1
TBD	Special Education Related Services	\$35,000 - Year 1
TBD	Class Technology equipment	\$25,000 - Year 1
TBD	Classroom/Office Furniture	\$57,750 - Year 1

The school has not entered into any of the aforementioned contracts at this point, however discussions between the school and the entities listed above have already occurred and the school is in a position to begin finalizing the timeline for executing the contracts following approval of the Charter. Any major contract entered into by the school will undergo a diligent vetting process to ensure the contract is designed to meet the defined needs of the school. In determining which vendors might be best qualified to provide the services the school is seeking, the Founding Group, in addition to tapping the expertise on the Team, has sought the counsel of current DC charter schools, including E.L. Haynes PCS, and other individuals within the education field. In the instance where the school has yet to determine a vendor or major contracts needed following the approval of the Charter, the school will again seek consultation with other charter schools, independent schools, and other education professionals.

All contracts entered into by the school will carefully adhere to District of Columbia law set forth in the DC School Reform Act, outlined in the DCPCSB's Fiscal Policy Handbook⁶⁹, in regards to requirements of appropriate public notice, bidding requirements, and the DCPCSB's right to review of major contracts.

⁶⁹ Public Charter School Board. (2011, January). Fiscal Policy Handbook (4 ed.). Washington DC. Retrieved December 23, 2011 from the World Wide Web: http://www.dcpubliccharter.com/data/images/pcsb_fph_2011_4thedition.pdf.

C. OPERATIONS PLAN

4. IMPLEMENTATION OF THE CHARTER

d. ORIENTATION OF PARENTS, TEACHERS, AND OTHER COMMUNITY MEMBERS

Teacher Orientation. Prior to the start of each year, the school will engage teachers in a purposeful, rigorous, and inspiring Summer Institute. Given the opportunity it provides to develop shared vision and a community of common practice, school leadership will invest heavily in ensuring this time is well-planned for and efficiently and effectively utilized. The school has established three core purposes for its Summer Institutes:

1. Build trusting relationships that set up our school community to be highly-effective collaborators, communicators, and critical friends
2. Build a shared vision for school culture and operations
3. Build a shared vision for curriculum and instruction
4. Prepare classroom space to welcome students and families

This Institute will occur over the course of three weeks prior to Year 1 and two weeks thereafter. The objectives for the Year 1 Institute are outlined below. Objectives for subsequent Institutes will be developed in the spring prior to each Institute.

- *Summer Institute Year 1*
 - Build positive, trusting relationships across the staff
 - Develop a shared vision for student outcomes and schoolwide goals
 - Develop a shared vision for the key philosophies and pedagogies that will inform our approach to working with children
 - Identify, develop a vision for, and practice the core instructional strategies that will be consistently implemented across the school
 - Identify and develop a vision for the schoolwide behavior and procedural expectations that will be consistently implemented across the school
 - Ensure capacity in utilizing the key systems that will underlie our instructional, cultural, and operational goals
 - Develop a shared vision for the key assessments that will be used to backwards-map instruction and benchmark progress across the school year
 - Review the broad curriculum frames that have already been created
 - Fully develop Term 1 curriculum
 - Set up classrooms to welcome students and families

Parent & Community Member Orientations. Over the course of the summer prior to the school's August 2013 opening, school leadership will host orientations for both parents and community members. Multiple parent orientations will be held across a variety of times and dates in order to accommodate parents' likely diverse range of schedules and availability. Parents who have enrolled a child at the school will be expected to attend one of the orientation sessions. The school has established three purposes for its parent orientation sessions:

1. Build trusting relationships that set up parents and school staff to be highly-effective collaborators and communicators.
2. Cultivate a shared vision for student outcomes as it relates to students' academic and social-emotional growth
3. Cultivate a shared vision for school policies, procedures, and expectations for the collaborative support of students in achieving the designated outcomes.

C. OPERATIONS PLAN

4. IMPLEMENTATION OF THE CHARTER

e. SERVICES SOUGHT FROM THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Ingenuity Prep Public Charter School does not anticipate seeking any services from the District of Columbia Public Schools.

D. Certifications

- Assurances Form

Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*
2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*
3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*
4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*
5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*
7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

<div style="background-color: black; width: 150px; height: 20px; margin-bottom: 5px;"></div> Signature of Authorized Certifying Official	Founding Team Member Title
Ingenuity Prep Public Charter School Applicant Organization	1-30-2012 Date Submitted

E. Budgets

- Budget Narrative
- Planning Year Budget
- Planning Year Cash Flow
- Year 1 Budget
- Year 2 Budget
- Five-Year Budget
- Capital Budget
- Year 1 Cash Flow
- Five-Year Capital Budget

BUDGET NARRATIVE

The budgeting process was driven by founding group members Will Stoetzer, Debra Santos, and Alex Sierra. For the technical modeling work, Ingenuity Prep partnered with EdOps, a D.C.-based firm specializing in accounting and financial services to the charter school community. EdOps has worked extensively with other D.C. charter schools and it brought this experience to the budget planning process.

Budget assumptions were based upon data from comparable D.C. charter schools and EdOps' and Ms. Santos' experience with charter school finances. In addition, the school founders met extensively with leaders at other charter schools and with experts at the PCSB and OSSE; these meetings helped inform the budget assumptions, as well. Ultimately, the creation of the various school budgets listed above was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming: Ingenuity Prep intends to become a top-tier educational institution, offering its primarily low-income students and families with an excellent school choice option. Therefore, the budget reflects the investments necessary to create such a school, including above-average teacher salaries, a 12:1 student-to-teacher ratio in grades kindergarten and above, dedicated support staff to drive instructional improvements and student achievement, and advanced technology to enhance the school's blended learning model.

Financial Sustainability: Even the best educational program will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for a minimum 5% cash surplus in each of the first five years of operations, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e. enrollment shortfalls, cash-flow issues, lack of operating history). Furthermore, by setting aside at least a 5% surplus each year, the school will be better prepared to finance the move to a permanent facility in Year 6.

Fiscal Conservatism: The third priority in crafting the budgets was fiscal conservatism, both on the revenue side and the expense side. This was important because public education, as a taxpayer-financed enterprise, is subject to funding variability for both economic and political reasons. Additionally, as a new school, Ingenuity Prep will not have a reserve account to soften the blow of any revenue shortfalls or cost overruns. Thus, the budget was developed with conservative budget assumptions, such as a built-in enrollment discount in case the school misses its enrollment targets and costs per student on the upper end of the average range for D.C. charter schools.

PRE-OPENING (PLANNING YEAR) ASSUMPTIONS

The budget and cash flow projection for the Planning Year are attached (See Attachments 1 and 2). In line with conservative assumptions, we are projecting just \$215,000 in revenues, \$205K of which is from Title V-b Planning & Program Design funding and \$10,000 in private grants and donations. The \$205,000 figure is based on an e-mail from Renee Evans, Director of the Office of Public Charter School Financing and Support at OSSE, on December 5, 2011. Most of the expense items are based on comparable data from other D.C. charter school planning year budgets and EdOps' experience, with the exception of \$30,000 in set-up funds for Ed Elements, an online educational technology company that will help implement Ingenuity Prep's unique blended learning curriculum.

As a new charter school with minimal reserves, cash will be tight during the Planning Year. As such, the school will establish a \$25,000 line of credit with a local bank to help cover the low-cash periods during the year (and into Operating Year 1, as well).

Upon charter approval, the school will apply for a start-up grant from the Walton Family Foundation, a strong supporter of the charter movement in D.C. that has provided such funds to other new charters in recent years. Based on this recent history, the typical funding amount is \$250,000. If Ingenuity Prep can secure this amount from Walton, then it will move forward and/or increase certain key expenditures and otherwise adjust its Planning Year budget accordingly. However, in order to maintain the conservative budget framework in this application, we will not assume receipt of this funding.

Revenues

- Federal Entitlements – The school has budgeted for \$205,000 in Title V-b funding, which is the expected amount for the Planning & Program Design phase.
- Private Grants & Donations – The school expects to conduct limited fundraising efforts during the Planning Year, raising approximately \$10,000 from primarily grassroots individual supporters of the school.

Expenses

- Contracted Staff – Per Title V-b rules, no regular staff can be hired and paid with V-b funds during the Planning & Program Design phase. Thus, all paid personnel during the Planning Year will be paid as independent contractors. This includes founder/Head of School Aaron Cuny at \$55,000, a curriculum consultant at \$10,000, and a website designer for \$2,500.
- Staff Development Expense - \$6,000 for local and out-of-state trainings and workshops, as well as travel and accommodations at such gatherings.
- Miscellaneous Student Expense – As mentioned earlier, Ingenuity Prep will be contracting with Ed Elements, a leading provider of online learning solutions. To design and begin implementation of the Ed Elements platform, the school will set aside \$30,000 during the Planning Year. An additional \$10,000 will go toward the critical task of student recruitment.
- Rent – This assumes the school leadership will base its operations out of rented office space during the Planning Year. The \$9,000 figure is based on a below-market rate of

\$750/month, which will be pursued through relationships that the school founders have within the D.C. charter community.

- Office Supplies & Materials - \$2,000 for miscellaneous office supplies.
- Office Equipment Rental & Maintenance – The school will hire an IT consultant at \$5,000/year to provide hardware and software installation and ongoing tech support.
- Telephone/Telecommunications – Covers cell phones and internet access.
- Legal, Accounting, and Payroll – These include service fees for accounting software, bookkeeping, A/P, A/R, grants management, financial statement preparation and analysis, budgeting and reporting, as well as legal fees associated with the school’s start-up.
- Printing and Copying – For creation and publication of outreach materials and basic office photocopying.
- Postage and Shipping – Primarily for mailing of outreach materials.
- Other Office Expense – \$2,000 for laptops for key staff members.
- Insurance - \$2,500 for Directors & Officers liability and general liability insurance coverage.
- Other General Expense – Covers the participation fee for FOCUS trainings, workshops and technical assistance, as well as funds for staff recruitment and the filing fee for the school’s 501(c)3 application.
- Office Furnishings and Equipment (capital budget) – The school will purchase an office copier during the Planning Year, which will be capitalized as a fixed asset.

OPERATING YEARS 1-5 ASSUMPTIONS

The budgets for Operating Year 1, Operating Year 2, and 5-Year Projections, as well as the capital budget for Years 1 and 2 and the cash flow projection for Year 1, are attached (See Attachments 3-7). As with the Planning Year, these financial models were compiled using the three priorities of high-quality programming, financial sustainability and fiscal conservatism. We sought to craft a budget that would support the development of an outstanding educational program within reasonable financial constraints.

We included a 2% enrollment discount to factor in the possibility that the school misses its enrollment targets. This assumption lowers the expected enrollment overall, as well as for SPED and low-income enrollment, thus reducing public revenues. While the school strongly believes it can meet its enrollment target, the enrollment discount provides a cushion in case it does not.

In aggregate, public funding is expected to be more than 99% of total school revenues in Year 1 and in subsequent years. This means that, if necessary, the school will be able to operate solely with public money and will not have to rely on private contributions and earned income activities.

Revenues

Local/District Revenues: Public funding from the UPSFF (foundation-level and facilities) is 81% of total school revenue in Year 1.

The school expects a modest 5% increase in the base UPSFF from the current school year level of \$8,945/student to \$9,398/student in 2013-14 (2% bump in 2012-13 and 3% bump in 2013-14). In subsequent years, we modeled a 3% annual increase in the foundation-level UPSFF. All current funding weights/multipliers were maintained at the same level within the per-pupil funding formula for all five years. See chart below for a depiction of the funding rates for pre-school, pre-K, and K-4 students.

<u>Funding/Student</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Pre School	\$12,593	\$12,971	\$13,360	\$13,760	\$14,173
Pre-K	\$12,217	\$12,583	\$12,961	\$13,350	\$13,750
K	\$12,217	\$12,583	\$12,961	\$13,350	\$13,750
Grade 1-4	\$9,398	\$9,680	\$9,970	\$10,269	\$10,577

For facilities funding, we maintained the current rate of \$3,000/student (\$2,800 in local funds and \$200 from OSSE) for all five years. SPED enrollment was estimated at 11%, based on the average for D.C. charter schools, below the 14% figure at nearby Amidon-Bowen Elementary School (a DCPS school). Low-income enrollment (free and reduced-lunch %) was set at 80%, below the 87% low-income enrollment at Amidon-Bowen. Even though the school will recruit most heavily from the same SW neighborhood, conservative budgeting led us to use lower SPED and low-income enrollment projections.

Federal Revenues: Federal entitlements make up 16% of total school revenues in Year 1.

Regarding federal entitlements, we assumed revenues of \$905/low-income student for Title I-a and \$200/low-income student for Title II-a. These figures were based on a rough average of the DCPS and DC public charter per-pupil funding levels for Title I and Title II during the 2011-12 school year. In each subsequent year, we assumed a 3% annual increase.

The school will not pursue Title III funding, since it does not have enough ELL students to qualify for funding on its own and the administrative costs of participating in a Title III consortium outweigh the benefits. Ingenuity Prep will operate as its own LEA for the purposes of special education. Therefore, in Year 1, we included \$499/eligible SPED student in IDEA 611 revenue and \$230/eligible SPED student in IDEA 619 revenue, with 3% annual increases.

Other Government Revenues: 3% of total school revenues in Year 1.

In the Other Government Funding/Grants revenue category, we assumed a 3% increase in the funding per meal from the 2011-12 school year to Operating Year 1 for the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) program, followed by annual 3% rises in subsequent years. We realize that not every meal that is ordered is actually eaten; this is important to track because every meal that is ordered is a cost but if it's not eaten, then no reimbursement will be available on the revenue side. To account for this, we factored in an 85% consumption rate. Furthermore, for the Healthy Schools Act, we assumed that 75% of the meals met the nutritional standards and local food requirements needed in order to receive reimbursement.

Also in the Other Government Funding/Grants category, we included a 20% discount on E-RATE eligible services in Year 1, followed by a 90% discount in subsequent years. With a free and reduced-lunch enrollment percentage above 75%, Ingenuity Prep will be eligible for the 90% E-RATE discount in most years. However, due to E-RATE rules, it is sometimes difficult to receive this full discount level during the first year of operations. Once the school has an operating history, it is easier to prove the FRL% and claim the appropriate discount.

Private Grants and Donations: We expect to raise \$10,000 in private gifts in Year 1, primarily from individual supporters and friends of the school. We modeled \$10,000 increases in this line-item each year (i.e. \$20,000 raised in Year 2, \$30,000 in Year 3, etc.). The school will hire a full-time Development and Marketing Director in Year 2 to lead these fundraising efforts. With this dedicated staff member, the \$10,000 annual increase in private funds seems low, but once again, we wanted to maintain the conservatism in the model and thus did not project higher fundraising totals.

As mentioned earlier, the school also plans to apply for a \$250,000 grant through the Walton Family Foundation. While several new charter schools in D.C. have successfully accessed this grant in recent years, we did not want to assume that Ingenuity Prep would also receive it. Thus, this money was not included in the budget. Obviously, if the school wins the Walton money and exceeds its otherwise very modest fundraising targets, it will dramatically increase the capacity and growth potential of the school and the budget will have to be revised.

Activity Fees: With such a high free- and reduced-lunch enrollment percentage, Ingenuity Prep will not have many students who pay for their lunch. The school will charge a reasonable fee to these students to cover the difference between the NSLP reimbursement for paid lunch students and the cost of the meal from its food vendor. However, these students may sometimes forget their lunch money and the school has other, more important matters to attend to than collecting lunch money. Thus, we factored in a 50% collection rate for potential school lunch revenue. We expect to generate \$3,684 in school lunch sales, the figure that appears on the Activity Fees revenue line. The school will operate an extended day academic program and thus will not have a separate before- or after-care program. Thus, no revenue will be generated from fees associated with such a program.

Other Income: The negligible \$386 figure on the Other Income revenue line is entirely interest income and is based on a 0.25% interest rate. The school will deposit most of its operating funds in an interest-bearing checking account. The school is not planning to generate revenue from uniform sales.

Expenses

Note that all expenses include 3% annual cost-of-living/inflation increases for Years 1-5.

Personnel Salaries and Benefits

- Principal/Executive Salary: Beginning salary of \$95,000 for the Head of School in Year 1.
- Teacher Salaries: In Year 1, 9 teachers (5 for Kindergarten, 4 for Pre-School and Pre-Kindergarten) at \$63,500. Music, Art and PE teachers will start at \$54,000 at 0.25 FTE (\$13,500). 5 new teachers would come on-board each year as a new grade is added.
- Teacher Aides/Assistance Salaries: 2 teacher apprentices for the early childhood classrooms, at \$40,000 annual salary.
- Other Education Professionals: In Year 1, Director of Curriculum and Instruction at \$80,000 and SPED Coordinator at \$63,500. Starting in Year 2, a School Counselor and School Culture Coordinator will be hired at \$50,000. A Family Services Coordinator will be hired in Year 4 at \$40,000, 0.5 FTE (\$20,000). And, an Instructional Coach will be hired in Year 4 at \$70,000, with an additional Instructional Coach in Year 5 at the same salary.
- Business/Operations Salaries: Director of Business and Operations will start in Year 1 at \$80,000. A Development and Marketing Manager will be hired in Year 2 at \$60,000, followed by a Data and Accountability Manager at \$45,000 and a Volunteer Coordinator at \$30,000, 0.5 FTE (\$15,000) in Year 4.
- Clerical Salaries: In Year 1, Office Manager at \$35,000, followed by a Food Services Coordinator in Year 2 at \$25,000, 0.5 FTE (\$12,500), becoming full-time in Year 4.
- Custodial Salaries: Facilities Manager/Custodian at \$25,000 in Year 1.
- Other Staff Salaries: Provision for substitute teachers – \$5,000 in Year 1, \$6,250 in Year 2, \$7,500 in Year 3, \$8,750 in Year 4, and \$10,000 in Year 5.
- Employee Benefits: FICA taxes at 7.65% of total salaries. DC unemployment insurance at 2.9% of first \$9,000 in each employee's salary. All staff at 0.5 FTE and above will receive benefits (health, 401(k), life and disability insurance, etc.), modeled at 10% of salaries.
- Contracted Staff: Board Development and Marketing Consultants at \$7,500 in Year 1, \$5,150 in Year 2.
- Staff Development: \$1,000/teacher for professional development, \$500/teacher for stipends and tuition reimbursements.

Direct Student Expenses

- Textbooks: \$50/student in Year 1. Assumes 20% annual replacement rate. Both numbers are based on comparable data for early elementary schools.
- Student Supplies and Materials: Includes \$225/student for generic supplies and materials, \$50/student for uniforms, \$50/K-12 student for the Rosetta Stone foreign language program, and \$250/student for the Ed Elements online technology platform.

- Library and Media Center Materials: Assumes that the school will have classroom libraries, not a central library for the entire school. Modeled \$1,500/new classroom. Ingenuity Prep will have 4 new classrooms in Year 1, followed by 2 new classrooms in Years 2-5.
- Student Assessment Materials: \$100/student.
- Contracted Student Services: \$3,500/SPED student.
- Miscellaneous Student Expense: Assumes the use of SchoolForce for the student information system, which includes a one-time implementation cost of \$15,000 and ongoing costs of \$70/staff license per year. Field trips and school events were allotted \$100/student. Student recruiting was modeled at \$12,500 in annual fixed cost, plus \$50/new student. Generic student expenses \$125/student.

Occupancy Expenses

- Rent: Ingenuity Prep expects to become a Building Hope Incubator site in Years 1-5. As such, its facilities costs as a percentage of the per-pupil facilities allotment will be pre-determined in each of those years. In Years 1 and 2, rent expense will be 80% of the per-pupil facilities allotment; in Years 3-5, it will be 90%. This arrangement removes much of the risk associated with fixed facilities costs, since the Building Hope schools can adjust their rent based on actual (not projected) enrollment. It also means that this is the only Occupancy Expense line-item that will have any relevance in Years 1-5.
- Building Maintenance and Repairs: Paid by Building Hope.
- Utilities: Paid by Building Hope.
- Janitorial Supplies: Paid by Building Hope.
- Contracted Building Services: Paid by Building Hope.

Office Expenses

- Office Supplies and Materials: \$125/student.
- Office Equipment Rental and Maintenance: Ingenuity Prep will purchase a copier during its Planning Year and a second copier during Year 2 (see Capital Budget). It will also lease an additional copier starting in Year 3 at a rate of \$500/month. Maintenance is projected at \$100/month. Monthly IT supported is also included in this line-item at \$1,500/month.
- Telephone/Telecommunications: \$1,000/month for landline phone, cell phone service, and Internet access.
- Legal, Accounting and Payroll Services: \$39K for outsourced accounting/finance services. This includes EdOps' fee and Quickbooks accounting software. Also, \$230/month plus some fixed charges for payroll processing and \$250/month for 401(k) administration. The school plans to outsource these services. Audit fees are modeled with an annual fixed cost of \$10,000 plus \$25/student. Legal fees are projected at \$5,000 fixed, plus \$50/student, with a one-time cost of \$2,500 in Year 1 to account for any special legal needs as a first year school.

- Printing and Copying: \$25/student.
- Postage and Shipping: \$15/student.
- Miscellaneous Office Expense: \$125/student for generic office-related expenses.

General Expenses

- Insurance: Includes General Liability (umbrella and package, student accident, etc.) at \$100/student, Directors & Officers Liability at a fixed \$1,000 plus \$10/student, Workers' Compensation at 0.25% of total salaries, and ERISA Fidelity Bond at \$100/year.
- Transportation: \$100/staff member for staff and miscellaneous travel expenses.
- Food Service: Based on projected meal costs for Revolution Foods, a high-quality food service vendor in the D.C. area. For Year 1 (2013-14), per-meal costs are projected at \$3.24/lunch, \$1.90/breakfast, and \$0.84/snack. Assumes 3% annual increases from the current school year. Also based on 80% order levels (i.e. meals will be ordered for 80% of the school's enrollment on a daily basis).
- Administration Fee: Set by formula at 0.5% of local per-pupil funding.
- Management Fee: Not applicable. Ingenuity Prep will not be part of a CMO, EMO, or other external management network.
- Other General Expense: \$200/new staff member for staff recruitment. Flat \$2,500 for meals and entertainment. \$125/student for other miscellaneous expenses.

Capital Expenditures/Fixed Assets

- Computers & Materials: As part of its blended learning model, the school will purchase enough computers for half of each grade of 60 students (Kindergarten and above). This means 30 computers per year, with a 4-year replacement cycle. At a price of \$600 per computer, this comes to \$18,000 in Year 1. The school will also purchase laptops for staff members, priced at \$800 per computer, also assuming a 4-year replacement cycle. In Year 1, this cap ex item is \$14,200. SMART Boards will also be an integral component of Ingenuity Prep's instructional methodology. The school plans to outfit each classroom/pod with a SMART Board. Priced at \$3,000, this means a \$12,000 cap ex item in Year 1.
- Classroom Furnishings & Supplies: \$10,000 per new classroom/pod. This line-item is mostly for classroom furniture, i.e. student and teacher desks, chairs, cabinets, etc.
- Office Furnishings: \$1,000 per new staff member. This line-item is for office furniture, mostly desks and chairs. The school will purchase a copier during its Planning Year and also during Year 2. Both copiers are priced at roughly \$12,000.
- Leasehold Improvements: The school will set aside \$10,000/year as a contingency fund to make improvements to its facility, in case such improvements are not part of the arrangement with Building Hope at an Incubator site.

Depreciation

- Accounted for on a straight-line basis. 3 years for Computers and Materials, 7 years for Classroom and Office Furnishings, and 30 years for Leasehold Improvements.

Interest Expense

- Not applicable. Ingenuity Prep is not planning to engage in any long-term lease, mortgage or other loan activity during Years 1-5. No interest expenses are expected.

Budget Section Attachment 1: Pre-Opening Budget

REVENUES		Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	\$0
2	Per Pupil Facilities Allowance	\$0
3	Federal Entitlements	\$205,000
4	Other Government Funding/Grants	\$0
5	Total Public Funding	\$205,000
6	Private Grants and Donations	\$10,000
7	Activity Fees	\$0
8	Loans	\$0
9	Other Income (please describe in footnote)	\$0
10	Total Non-Public Funding	\$10,000
11	EMO Management Fee (= line 73, col. G)	\$0
12		
13		
14	TOTAL REVENUES	\$215,000

EXPENSES		
Personnel Salaries and Benefits		
15	Principal/Executive Salary	\$0
16	Teachers Salaries	\$0
17	Teacher Aides/Assistance Salaries	\$0
18	Other Education Professionals Salaries	\$0
19	Business/Operations Salaries	\$0
20	Clerical Salaries	\$0
21	Custodial Salaries	\$0
22	Other Staff Salaries	\$0
23	Employee Benefits	\$0
24	Contracted Staff	\$67,500
25	Staff Development Costs	\$6,000
26		
27	Subtotal: Personnel Costs	\$73,500
28		
Direct Student Expenses		
30	Textbooks	\$0
31	Student Supplies and Materials	\$0
32	Library and Media Center Materials	\$0
33	Computers and Materials	\$0
34	Other Instructional Equipment	\$0
35	Classroom Furnishings and Supplies	\$0
36	Student Assessment Materials	\$0
37	Contracted Student Services	\$0
38	Miscellaneous Student Expenses	\$40,000
39		
40	Subtotal: Direct Student Expenses	\$40,000
41		

	Year 0 (Pre-Opening)
42 Occupancy Expenses	
43 Rent	\$9,000
44 Mortgage Principal Payments	\$0
45 Mortgage Interest Payments	\$0
46 Building Maintenance and Repairs	\$0
47 Renovation/Leasehold Improvements	\$0
48 Utilities	\$0
49 Janitorial Supplies	\$0
50 Equipment Rental and Maintenance	\$0
51 Contracted Building Services	\$0
52	
53 Subtotal: Occupancy Expenses	\$9,000
54	
55 Office Expenses	
56 Office Supplies and Materials	\$3,000
57 Office Furnishings and Equipment	\$12,000
58 Office Equipment Rental and Maintenance	\$5,000
59 Telephone/Telecommunications	\$3,000
60 Legal, Accounting and Payroll Services	\$24,000
61 Printing and Copying	\$3,000
62 Postage and Shipping	\$2,000
63 Other Office Expense	\$2,000
64	
65 Subtotal: Office Expenses	\$54,000
66	
67 General Expenses	
68 Insurance	\$2,500
69 Interest Expense	\$0
70 Transportation	\$0
71 Food Service	\$0
72 Administration Fee (to PCSB)	\$0
73 EMO Management Fee	\$0
74 Other General Expense	\$25,850
75	
76 Subtotal: General Expenses	\$28,350
77	
78 TOTAL EXPENSES	\$204,850
79	
80 EXCESS (OR DEFICIENCY)	\$10,150

Budget Section Attachment 2: Pre-Opening Expenses Cash Flow

DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total	
1. Cash on Hand (start of month)	\$25,000	\$10,250	\$14,750	\$4,400	\$3,389	\$15,389	\$3,389	\$8,889	\$20,389	\$18,389	\$25,389	\$25,389		Starts with \$25K line of credit
2. Cash receipts														
Per Pupil Charter Payments													\$0	
Federal Entitlements		\$14,750	\$10,250	\$20,600	\$21,611	\$9,611	\$26,611	\$21,111	\$9,611	\$16,611	\$9,611	\$44,622	\$205,000	assumes 1-month lag for Title V-b reimbursements
Grants and Donations						\$5,000			\$5,000				\$10,000	end-of-year donations + March fundraiser
Activities Fees													\$0	
Other Income													\$0	
3. Total Receipts	\$0	\$14,750	\$10,250	\$20,600	\$21,611	\$14,611	\$26,611	\$21,111	\$14,611	\$16,611	\$9,611	\$44,622	\$215,000	
4. Total Cash Available	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$30,000	\$30,000	\$30,000	\$35,000	\$35,000	\$35,000	\$70,011	\$215,000	
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary													\$0	
Teachers Salaries													\$0	
Teacher Aides/Assistance Salaries													\$0	
Other Education Professionals Salaries													\$0	
Business/Operations Salaries													\$0	
Clerical Salaries													\$0	
Custodial Salaries													\$0	
Other Staff Salaries													\$0	
Employee Benefits													\$0	
Contracted Staff	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$67,500	split evenly throughout year, although web designer cost may be front-loaded
Staff Development Costs						\$2,000			\$2,000			\$2,000	\$6,000	staff development in three chunks
Direct Student Expenses														
Textbooks													\$0	
Student Supplies and Materials													\$0	
Library and Media Center Materials													\$0	
Computers and Materials													\$0	
Other Instructional Equipment													\$0	
Classroom Furnishings and Supplies													\$0	
Student Assessment Materials													\$0	
Contracted Instructional/Student Services													\$0	
Miscellaneous Student Expenses	\$5,000			\$1,111	\$1,111	\$16,111	\$1,111	\$1,111	\$6,111	\$1,111	\$1,111	\$6,111	\$40,000	Ed Elements - \$5K in July, \$10K in December, \$5K in March and June; student recruitment split evenly from October to June
Occupancy Expenses														
Rent	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$9,000	evenly split throughout year
Mortgage Interest Payments													\$0	
Maintenance and Repairs													\$0	
Utilities													\$0	
Janitorial Supplies													\$0	
Equipment Rental and Maintenance													\$0	
Contracted Building Services													\$0	
Office Expenses														
Office Supplies and Materials	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$3,000	evenly split throughout year
Office Furnishings and Equipment				\$12,000									\$12,000	copier purchased in October
Office Equipment Rental and Maintenance	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000	evenly split throughout year
Telephone/Telecommunications	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$3,000	evenly split throughout year
Legal, Accounting and Payroll Services	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$18,958	\$24,000	evenly split throughout year w/ EdOps fee in June
Printing and Copying	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$3,000	
Postage and Shipping			\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000	
Other Office Expense	\$2,000												\$2,000	staff laptops purchased upfront
General Expenses														
Insurance		\$2,500											\$2,500	paid in August
Interest Expense													\$0	
Transportation													\$0	
Food Service													\$0	
Administration Fee													\$0	
Management Fee													\$0	
Other General Expense			\$12,350	\$250	\$250	\$250	\$11,750	\$250	\$250	\$250	\$250		\$25,850	501(c)3 filing and 1/2 of FOCUS fee in August, other 1/2 in January, staff recruitment from Sept-April
6. Total Expenses	\$14,750	\$10,250	\$20,600	\$21,611	\$9,611	\$26,611	\$21,111	\$9,611	\$16,611	\$9,611	\$9,611	\$34,861	\$204,850	
7. Fund Balance (end of month)	\$10,250	\$14,750	\$4,400	\$3,389	\$15,389	\$3,389	\$8,889	\$20,389	\$18,389	\$25,389	\$25,389	\$35,150	\$35,150	\$35K includes \$25K line of credit

Budget Section Attachment 3: Year 1 Budget

DESCRIPTION	BUDGETED AMOUNTS			
	Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	\$1,468,498		\$1,468,498	
2 Per Pupil Facilities Allowance	\$317,520		\$317,520	
3 Federal Entitlements	\$346,821		\$346,821	
4 Other Government Funding/Grants	\$63,462	\$0	\$63,462	
5 Total Public Funding	\$2,196,301	\$0	\$2,196,301	
6 Private Grants and Donations	\$10,000	\$0	\$10,000	
7 Activity Fees	\$3,930	\$0	\$3,930	
8 Loans	\$0	\$0	\$0	
9 Other Income	\$370	\$0	\$370	
10 Total Non-Public Funding	\$14,300	\$0	\$14,300	
11 EMO Management Fee (= line 73, col. G)		\$0	\$0	
12				
13				
14 TOTAL REVENUES	\$2,210,601	\$0		
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	\$95,000	\$0	\$95,000	4.3%
16 Teachers Salaries	\$612,000	\$0	\$612,000	27.9%
17 Teacher Aides/Assistance Salaries	\$80,000	\$0	\$80,000	3.6%
18 Other Education Professionals Salaries	\$143,500	\$0	\$143,500	6.5%
19 Business/Operations Salaries	\$80,000	\$0	\$80,000	3.6%
20 Clerical Salaries	\$35,000	\$0	\$35,000	1.6%
21 Custodial Salaries	\$25,000	\$0	\$25,000	1.1%
22 Other Staff Salaries	\$5,000	\$0	\$5,000	0.2%
23 Employee Benefits	\$190,170	\$0	\$190,170	8.7%
24 Contracted Staff	\$15,000	\$0	\$15,000	0.7%
25 Staff Development Expense	\$14,625	\$0	\$14,625	0.7%
26				
27 Subtotal: Personnel Costs	\$1,295,295	\$0	\$1,295,295	59.0%
28				
29 Direct Student Expenses				
30 Textbooks	\$5,400	\$0	\$5,400	0.2%
31 Student Supplies and Materials	\$59,700	\$0	\$59,700	2.7%
32 Library and Media Center Materials	\$6,000	\$0	\$6,000	0.3%
33 Computers and Materials	\$44,200	\$0	\$44,200	2.0%
34 Other Instructional Equipment	\$0	\$0	\$0	0.0%
35 Classroom Furnishings and Supplies	\$40,000	\$0	\$40,000	1.8%
36 Student Assessment Materials	\$10,800	\$0	\$10,800	0.5%
37 Contracted Student Services	\$42,000	\$0	\$42,000	1.9%
38 Miscellaneous Student Expense	\$58,443	\$0	\$58,443	2.7%
39				
40 Subtotal: Direct Student Expenses	\$266,543	\$0	\$266,543	12.1%
41				
42 Occupancy Expenses				
43 Rent	\$254,016	\$0	\$254,016	11.6%
44 Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45 Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46 Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47 Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.5%
48 Utilities	\$0	\$0	\$0	0.0%
49 Janitorial Supplies	\$0	\$0	\$0	0.0%
50 Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51 Contracted Building Services	\$0	\$0	\$0	0.0%
52				
53 Subtotal: Occupancy Expenses	\$264,016	\$0	\$264,016	12.0%
54				
55 Office Expenses				
56 Office Supplies and Materials	\$13,500	\$0	\$13,500	0.6%
57 Office Furnishings and Equipment	\$17,750	\$0	\$17,750	0.8%
58 Office Equipment Rental and Maintenance	\$19,200	\$0	\$19,200	0.9%
59 Telephone/Telecommunications	\$12,000	\$0	\$12,000	0.5%
60 Legal, Accounting and Payroll Services	\$70,613	\$0	\$70,613	3.2%
61 Printing and Copying	\$2,700	\$0	\$2,700	0.1%
62 Postage and Shipping	\$1,620	\$0	\$1,620	0.1%
63 Other Office Expense	\$13,500	\$0	\$13,500	0.6%
64				
65 Subtotal: Office Expenses	\$150,883	\$0	\$150,883	6.9%
66				
67 General Expenses				
68 Insurance	\$15,669	\$0	\$15,669	0.7%
69 Interest Expense	\$0	\$0	\$0	0.0%
70 Transportation	\$1,775	\$0	\$1,775	0.1%
71 Food Service	\$98,748	\$0	\$98,748	4.5%
72 Administration Fee (to PCSB)	\$9,691	\$0	\$9,691	0.4%
73 Management Fee	\$0	\$0	\$0	0.0%
74 Other General Expense	\$19,550		\$19,550	0.9%
75				
76 Subtotal: General Expenses	\$145,433	\$0	\$145,433	6.6%
77				
78 TOTAL EXPENSES	\$2,122,168	\$0	\$2,122,168	96.6%
79				
80 EXCESS (OR DEFICIENCY)				
81 Excess (or deficit) retained by school	\$88,433		\$88,433	4.0%
82 Excess (or deficit) retained by EMO		\$0	\$0	0.0%
ASSUMPTIONS				
Student Enrollment	108			
Facility Size (square footage)	10,800			
Average Teacher Salary	\$55,000			
Student/Teacher Ratio	17 to 1			
Other Major Assumptions				

NOTES:

Budget Section Attachment 4: Year 2 Budget

DESCRIPTION	BUDGETED AMOUNTS			
	Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	\$2,331,848		\$2,331,848	
2 Per Pupil Facilities Allowance	\$493,920		\$493,920	
3 Federal Entitlements	\$413,477		\$413,477	
4 Other Government Funding/Grants	\$118,434	\$0	\$118,434	
5 Total Public Funding	\$3,357,679	\$0	\$3,357,679	
6 Private Grants and Donations	\$20,000	\$0	\$20,000	
7 Activity Fees	\$6,961	\$0	\$6,961	
8 Loans	\$0	\$0	\$0	
9 Other Income	\$729	\$0	\$729	
10 Total Non-Public Funding	\$27,691	\$0	\$27,691	
11 EMO Management Fee (= line 73, col. G)		\$0	\$0	
12				
13				
14 TOTAL REVENUES	\$3,385,369	\$0		
EXPENSES				
<i>Personnel Salaries and Benefits</i>				
15 Principal/Executive Salary	\$97,850	\$0	\$97,850	2.9%
16 Teachers Salaries	\$999,100	\$0	\$999,100	29.8%
17 Teacher Aides/Assistance Salaries	\$82,400	\$0	\$82,400	2.5%
18 Other Education Professionals Salaries	\$250,805	\$0	\$250,805	7.5%
19 Business/Operations Salaries	\$144,200	\$0	\$144,200	4.3%
20 Clerical Salaries	\$48,925	\$0	\$48,925	1.5%
21 Custodial Salaries	\$25,750	\$0	\$25,750	0.8%
22 Other Staff Salaries	\$6,438	\$0	\$6,438	0.2%
23 Employee Benefits	\$298,920	\$0	\$298,920	8.9%
24 Contracted Staff	\$10,300	\$0	\$10,300	0.3%
25 Staff Development Expense	\$23,948	\$0	\$23,948	0.7%
26				
27 Subtotal: Personnel Costs	\$1,988,635	\$0	\$1,988,635	59.2%
28				
<i>Direct Student Expenses</i>				
29 Textbooks	\$4,202	\$0	\$4,202	0.1%
30 Student Supplies and Materials	\$97,026	\$0	\$97,026	2.9%
31 Library and Media Center Materials	\$3,090	\$0	\$3,090	0.1%
32 Computers and Materials	\$32,342	\$0	\$32,342	1.0%
33 Other Instructional Equipment	\$0	\$0	\$0	0.0%
34 Classroom Furnishings and Supplies	\$20,600	\$0	\$20,600	0.6%
35 Student Assessment Materials	\$17,304	\$0	\$17,304	0.5%
36 Contracted Student Services	\$68,495	\$0	\$68,495	2.0%
37 Miscellaneous Student Expense	\$57,721	\$0	\$57,721	1.7%
38				
39 Subtotal: Direct Student Expenses	\$300,781	\$0	\$300,781	9.0%
40				
<i>Occupancy Expenses</i>				
41 Rent	\$395,136	\$0	\$395,136	11.8%
42 Mortgage Principal Payments	\$0	\$0	\$0	0.0%
43 Mortgage Interest Payments	\$0	\$0	\$0	0.0%
44 Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
45 Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.3%
46 Utilities	\$0	\$0	\$0	0.0%
47 Janitorial Supplies	\$0	\$0	\$0	0.0%
48 Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
49 Contracted Building Services	\$0	\$0	\$0	0.0%
50				
51 Subtotal: Occupancy Expenses	\$405,136	\$0	\$405,136	12.1%
52				
<i>Office Expenses</i>				
53 Office Supplies and Materials	\$21,630	\$0	\$21,630	0.6%
54 Office Furnishings and Equipment	\$21,888	\$0	\$21,888	0.7%
55 Office Equipment Rental and Maintenance	\$19,776	\$0	\$19,776	0.6%
56 Telephone/Telecommunications	\$12,360	\$0	\$12,360	0.4%
57 Legal, Accounting and Payroll Services	\$94,057	\$0	\$94,057	2.8%
58 Printing and Copying	\$4,326	\$0	\$4,326	0.1%
59 Postage and Shipping	\$2,596	\$0	\$2,596	0.1%
60 Other Office Expense	\$21,630	\$0	\$21,630	0.6%
61				
62 Subtotal: Office Expenses	\$198,263	\$0	\$198,263	5.9%
63				
<i>General Expenses</i>				
64 Insurance	\$24,430	\$0	\$24,430	0.7%
65 Interest Expense	\$0	\$0	\$0	0.0%
66 Transportation	\$2,781	\$0	\$2,781	0.1%
67 Food Service	\$172,691	\$0	\$172,691	5.1%
68 Administration Fee (to PCSB)	\$14,587	\$0	\$14,587	0.4%
69 Management Fee	\$0	\$0	\$0	0.0%
70 Other General Expense	\$26,111		\$26,111	0.8%
71				
72 Subtotal: General Expenses	\$240,599	\$0	\$240,599	7.2%
73				
74 TOTAL EXPENSES	\$3,133,413	\$0	\$3,133,413	93.3%
75				
EXCESS (OR DEFICIENCY)				
76 Excess (or deficit) retained by school	\$251,956		\$251,956	7.5%
77 Excess (or deficit) retained by EMO		\$0	\$0	0.0%
78				
ASSUMPTIONS				
Student Enrollment	168			
Facility Size (square footage)	16,800			
Average Teacher Salary	\$56,650			
Student/Teacher Ratio	17 to 1			
Other Major Assumptions				

NOTES:

Budget Section Attachment 5: Five-Year Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$1,786,018	\$2,825,768	\$3,815,824	\$4,884,024	\$6,002,901
Federal Entitlements	\$410,283	\$531,911	\$391,407	\$489,272	\$612,012
Income from Grants and Donations	\$10,000	\$20,000	\$30,000	\$40,000	\$50,000
Activity Fees	\$3,930	\$6,961	\$9,867	\$16,175	\$20,236
Other Income	\$370	\$729	\$728	\$958	\$1,263
TOTAL REVENUES	\$2,210,601	\$3,385,369	\$4,247,825	\$5,430,429	\$6,686,413
EXPENSES					
Personnel Salaries and Benefits	\$1,295,295	\$1,988,635	\$2,479,131	\$3,182,273	\$3,875,560
Direct Student Expense	\$266,543	\$300,781	\$383,998	\$485,717	\$625,265
Occupancy Expenses	\$264,016	\$405,136	\$613,288	\$772,048	\$930,808
Office Expenses	\$150,883	\$198,263	\$226,388	\$270,356	\$302,873
General Expenses	\$145,433	\$240,599	\$334,691	\$436,591	\$543,043
TOTAL EXPENSES	\$2,122,168	\$3,133,413	\$4,037,497	\$5,146,986	\$6,277,550
EXCESS (OR DEFICIENCY)	\$88,433	\$251,956	\$210,328	\$283,444	\$408,863
% OF REVENUE	4.0%	7.4%	5.0%	5.2%	6.1%

Budget Section Attachment 6: Capital Budget

DETAILED CAPITAL BUDGET - YEAR ONE & TWO	Year 1	Year 2	Assumptions
			3% inflation from Year 1 to Year 2
Computers and Materials	\$44,200	\$32,342	
Classroom Computers	\$18,000	\$18,540	\$600 per computer (30 in Year 1, 30 in Year 2)
Staff Laptops	\$14,200	\$7,622	\$800 per laptop (approx. 17 in Year 1, approx. 9 in Year 2)
SMART Boards	\$12,000	\$6,180	\$3,000 per SMART Board (4 in Year 1, 2 in Year 2)
Classroom Furnishings and Supplies	\$40,000	\$20,600	
Classroom Furnishings	\$40,000	\$20,600	\$10,000 per new classroom (4 in Year 1, 2 in Year 2)
Office Furnishings and Equipment	\$17,750	\$21,888	
Office Furnishings	\$17,750	\$9,528	\$1,000 per new staff member (17.75 FTE in Year 1, 9.25 FTE in Year 2)
Copier	\$0	\$12,360	2nd copier purchased in Year 2
Renovation/Leasehold Improvements	\$10,000	\$10,000	
Tenant Improvements	\$10,000	\$10,000	\$10,000 set aside for contingency improvements not covered by Building Hope
TOTAL CAPITAL BUDGET	\$111,950	\$84,830	

DESCRIPTION	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
Equipment Rental and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Expenses													
Insurance	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$1,306	\$15,669
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$148	\$148	\$148	\$148	\$148	\$148	\$148	\$148	\$148	\$148	\$148	\$148	\$1,775
Food Service	\$0	\$0	\$9,875	\$9,875	\$9,875	\$9,875	\$9,875	\$9,875	\$9,875	\$9,875	\$9,875	\$9,875	\$98,748
Administration Fee (to PCSB)	\$0	\$0	\$0	\$9,691	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,691
Management Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other General Expense	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$1,629	\$19,550
6. Total Expenses	\$199,313	\$215,556	\$168,491	\$178,182	\$168,491	\$181,191	\$168,491	\$168,491	\$168,491	\$168,491	\$168,491	\$168,491	\$2,122,168
7. Fund Balance (end of month)	\$321,455	\$145,014	\$1,976	\$464,714	\$331,879	\$186,344	\$420,634	\$287,799	\$154,963	\$389,253	\$256,418	\$123,583	\$123,583

CAPITAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$44,200	\$32,342	\$30,130	\$33,656	\$69,556
Classroom Furnishings and Supplies	\$40,000	\$20,600	\$21,218	\$21,855	\$22,510
Office Furnishings and Equipment	\$17,750	\$21,888	\$5,835	\$9,288	\$7,879
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$111,950	\$84,830	\$67,183	\$74,799	\$109,945

F. Résumés, Board Member Agreements, Statements of Interest

- Résumés
- Board Member Agreements
- Statements of Interest

Aaron Robert Cuny

Education & Training

Teachers College, Columbia University, M.A. Summer Principals Academy Masters in Education Leadership GPA: 3.9	New York, NY	06/06 – 08/07
University of North Florida, B.A. Majors: Economics and English Minor: Business Administration GPA: 4.0	Jacksonville, FL	08/97 – 05/01
Teach for America	New York, NY	09/02 – 05/03
New Leaders for New Schools	Washington, DC	06/09 – present

Professional Experience

Resident Principal, DC Bilingual Public Charter School	Washington, DC	07/09-present		
<ul style="list-style-type: none">▪ Coordinate the school’s math program—including curriculum management, professional development, and teacher support and coaching▪ As coordinator of the math program, have led the school to significant gains in students’ math achievement over the past year:<ul style="list-style-type: none">○ On the 2011 DC CAS, the school ranked 3rd of over 120 district and charter elementary schools for achievement gains in the low-SES subgroup○ From the 2009/10 to the 2010/11 school year, Achievement Network Interim Assessment proficiency rates rose from 28% to 56%○ From the 2009/10 to the 2010/11 school year, as measured by interim assessment proficiency rates, the school jumped from the 28th to the 68th percentile of Achievement Network schools in the D.C. area▪ Served as primary designer and writer of the DC Bilingual Teaching Framework—a comprehensive document currently being used to guide teacher coaching, professional development, and evaluation at the school▪ Served as primary designer and writer of the school’s teacher evaluation system▪ Redesigned the school’s discipline plan to 1) increase the consistency of student reflection and 2) provide for greater clarity and transparency around teacher and administrative consequences and response protocols▪ Redesigned the school’s schedule to 1) maximize low teacher-student ratio instructional opportunities, 2) increase instructional coaching opportunities, and 3) allow for greater opportunities to build school culture▪ Collaborated with school leadership to design, implement, and manage a new inclusion co-teaching structure▪ Drove, in collaboration with the principal, the school’s ambitious effort to recruit and retain the city’s most-effective teachers—successfully recruiting a number of “highly-coveted” local teachers to join the school’s instructional staff▪ Drove the redesign of the school’s LEADer behavior tracking system to increase 1) the quality of information being tracked across each day and 2) the transparency in communication of that information with staff, students, and families▪ Designed and co-manage the school’s student awards and recognition systems▪ Coordinate, in collaboration with the principal, the school’s interim assessment system and data-driven instructional model▪ Wrote successful Quality Schools Initiative Grant to increase the instructionally relevant use of technology in the school’s classrooms—providing \$50,000 to purchase over 120 Netbooks▪ Wrote successful Teacher Compensation Grant—providing over \$100,000 to fund a merit-based teacher bonus system tied directly to the school’s Teaching Framework▪ Along with Achievement Network founder, served as co-presenter for data-driven-instruction session at 2011 Gates Foundation “Unleashing Group Genius” Education Conference				
Teacher, American School Foundation	Mexico City, Mexico	08/08-06/09		
<ul style="list-style-type: none">▪ Taught 2nd grade International Baccalaureate curriculum to a bilingual, predominantly Mexican, high-socioeconomic-status student population▪ Fostered healthy, collaborative relationship with highly-involved parent population▪ Led students to significant gains in writing skills: from 24% at or above grade level to 88% at or above grade level▪ Led students to significant gains in math performance: from 60% at or above grade level to 100% at or above grade level				

School Director, Teach for America Summer Institute, John Muir MS	Los Angeles, CA	Aaron Cuny 03/08-08/08
<ul style="list-style-type: none"> ▪ Led training program for 53 new teachers ▪ Received a 96% “leadership approval rating” from cohort of new teachers—one of the highest ratings for a School Director at the Teach for America Los Angeles Institute ▪ Managed and led professional development and evaluation for seven staff members ▪ Created vision for, implemented, and subsequently monitored and analyzed school culture and operations ▪ Using a comprehensive teacher development rubric, actively monitored and analyzed teacher growth & performance ▪ Using variety of assessment data, actively monitored and analyzed student achievement ▪ Used both teacher rubric data and student assessment data to inform teacher development training 		
Teacher, John F. Kennedy American School of Queretaro	Queretaro, Mexico	08/07-06/08
<ul style="list-style-type: none"> ▪ Taught 7th grade English to a bilingual, predominantly Mexican, high-socioeconomic status student population ▪ Facilitated significant gains in students’ writing skills ▪ Initiated collaboration among middle and high school teachers to vertically align the 6-12 English curriculum ▪ Served as volunteer assistant coach for middle school basketball team 		
Teacher, Frick Middle School	Oakland, CA	08/03-06/07
<ul style="list-style-type: none"> ▪ Taught 7th and 8th grade English to a diverse, low-socioeconomic demographic ▪ Achieved significant gains in students’ academic achievement as measured by internal benchmarks and state tests ▪ Served as chairperson of department and grade-level ▪ Facilitated collaboration on vertical alignment of school’s English curriculum ▪ Led several schoolwide professional development workshops for staff of 25 teachers 		
Teacher, Lowell Middle School	Oakland, CA	08/02-06/03
<ul style="list-style-type: none"> ▪ Taught 6th-8th grade English ▪ Served on School Leadership Team 		
Teacher, Teach for America Summer Institute	New York, NY	07/02-08/02
<ul style="list-style-type: none"> ▪ Taught 7th grade math in Spanish at C.I.S. 145 in the Bronx 		
Intern, U.S. Senate Committee on Health, Education, Labor & Pensions	Washington, DC	01/02-05/02
<ul style="list-style-type: none"> ▪ Attended Senate hearings ▪ Briefed staff and committee chair, Senator Edward Kennedy (MA) ▪ Performed research for senior education advisors 		

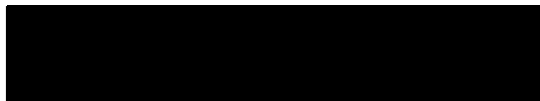
Collegiate Leadership

Student Council Representative, Summer Principals Academy	07/06-08/07
<ul style="list-style-type: none"> ▪ Elected by cohort, represented cohort perspective in communication with program faculty and administration 	
Representative, NCAA Student Athlete Advisory Committee	03/99-05/01
<ul style="list-style-type: none"> ▪ With 22 fellow representatives, advocated for over 60,000 student-athletes nationwide 	
Committee Chair, Peach Belt Conference Student Athlete Advisory Committee	10/98-05/01
<ul style="list-style-type: none"> ▪ Advocated for over 1500 Southeastern student-athletes 	
Captain, UNF Varsity Cross Country and Track Team	08/97-05/01
<ul style="list-style-type: none"> ▪ Team consistently ranked in the top 25 in the nation, conference champions 	

Honors

- Rhodes Scholarship, State Finalist 2000
- National Finalist for NCAA Division II Scholar Athlete of the Year (1 of 8 nominees) 2001
- NCAA Division II Southeast Region Scholar Athlete of the Year 2001
- UNF Distinction in Economic Studies (top Economics graduate at the University) 2001
- UNF Distinction in English Studies (top English graduate at the University) 2001
- NCAA Postgraduate Scholarship 2001
- Academic All-America, 1st team, (Cross Country & Track) 2001
- Rotary Cultural Ambassadorial Scholarship (to Ecuador) 2000
- UNF Scholar Athlete of the Year 2000 & 2001

William Stewart Stoetzer



Objective

To facilitate in the development of a public charter school which prepares Washington D.C. area youth to be civic leaders who strive to positively impact their local and global communities

Education

George Mason University: Fairfax, Virginia
Masters of Education – Special Education, May 2010

- Certificate: Teaching Students with Disabilities who Access the General Curriculum K-12
- GPA: 4.00

Stetson University: DeLand, Florida
Bachelors of Art in Humanities, May 2008

- Academic Honors: Outstanding Senior in Humanities: 2008, Dean's List: 2004 – 2008, Presidential Scholarship: 2004 – present, Mark and Lynn Hollis Scholarship: 2005 – present
 - GPA: 3.83 / Major GPA: 3.85
-

Work Experience

Data and Results Coach, DC Bilingual Public Charter School, Washington, DC, July 2011 – present

- Support school principal in establishing and refining data-driven decision making at all levels.
- Coach teachers in improving instructional practice through effective use of data.
- Develop tracking systems to capture, analyze, and improve instructional outcomes for students.
- Oversee student information data systems and manage school's enrollment audit process and state-level reporting requirements.

5th Grade Teacher, DC Bilingual Public Charter School, Washington, DC, August 2010 – June 2011

- Guided the math, literacy, and social studies instruction for 36 fifth grade students.
- Planned and implemented year-long, unit, and daily lesson plans that were highly-aligned to standards and objectives

Inclusion Teacher, DC Bilingual Public Charter School, Washington, DC, August 2008 - present

- Facilitate the learning of the Third through Fifth grade students who receive special education services.
 - Develop and implement individualized learning programs to maximize student growth and accelerate integration into the general education curriculum.
-

Leadership

3rd-5th Grade Math Instructional Leader, DC Bilingual PCS, August 2010 – June 2011

- Assist in the coordination of the multi-step process for accreditation.
- Create, review, and edit evaluation reports of school quality in a multitude of focus areas.
- Lead to DC Bilingual having the 3rd highest gains of all DCPS and charter schools in the low-SES subgroup.

Member, DC Bilingual PCS Middle States Accreditation Steering Committee, August 2009 – June 2010

- Assist in the coordination of the multi-step process for accreditation.
- Create, review, and edit evaluation reports of school quality in a multitude of focus areas.

Program lead, Wilson Reading System, November 2009 – June 2010

- Oversee the implementation and fidelity of Wilson Reading System and Foundations across five grade levels and a team of ten teachers.

President, Stetson University Student Government Association: 2006-07

Debra Santos, CPA

Summary: Entrepreneurial financial and operational leader who acts as a strategic, collaborative member of the organizations management team as well as providing coaching and development of staff

EXPERIENCE:

FINANCIAL CONSULTING & ACCOUNTING (15 Years)

Debra Santos LLC (formerly Santos & Associates - below)

BET Networks (2004-2008 and 2011 to Present)

Robert Half Management Resources (2006 – 2008)

- Providing contract financial and strategic services for short and long term projects. Currently developing and documenting, financial and operational policies and procedures in compliance with Sarbanes/Oxley.
- Implementing Financial Dashboard system to provide senior management with key financial indicators to facilitate strategic decision-making.
- Managed daily functions of staff and provided leadership coaching to the financial director of a national non-profit healthcare organization to improve manager and staff interactions.
- Assess state of operations and develop and implement strategic, financial and operational recommendations.
- Project managed the implementation of transportation industry software solution designed to track and report on minority contract participation for government compliance

CHIEF FINANCIAL OFFICER/VP FINANCE & ADMINISTRATION/DIRECTOR OF FINANCE (11 YEARS)

Friendship Public Charter Schools (2011-2011) Non-profit (annual budget \$67 million)

- Financial leader for 6 charter schools and 5 district transformation schools, totally over 8,000 students
- Responsible for accounting, payroll, procurement, and facility financing
- Completed evaluation, rapid implementation and training on organizations online purchasing and contract management software, and upgraded accounting software resulting in immediate operational savings and access to information

Great Hearts Academies (2009 – 2011) Non-profit (annual budget \$50 million)

- Financial leader for a rapidly expanding Phoenix, Arizona non-profit charter management organization which manages twelve schools and a \$50 million dollar budget
- Managed the Information Technology and Facilities for the organization and its schools.
- Negotiated under market pricing and secured financing for the organizations first owned facility.
- Completed three building acquisitions, financing and construction projects within an 18 month period, including one bond financing
- Developed internal procedures to streamline operations, and reduce costs.
- Successfully completed organization audit in the first with 2 findings, the lowest in the organization's history. More recent audits have zero findings.

EOB Partnership, Las Vegas, NV (2002 to 2004) Non-profit (annual budget \$90 million)

- Responsible for the finances (accounting, payroll, capital budgeting) of many of the organizations entities, including a radio station, three assisted living centers and several day care centers representing a \$60 million annual budget.
- Responsible for information systems, property management, purchasing, and risk management functions.
- Managed entities 75-bus community transportation program. Reduced repair and maintenance expenses by 25% and negotiated long term fuel contracts.
- Responsible for ongoing billing for grants, childcare, nutrition, dental services and head start governmental programs.
- Developed cost containment programs, including centralized purchasing that resulted in savings in excess of \$10 million for the agency, which had experienced financial trouble for some years.

Motorola Life Sciences (formerly Clinical Micro Sensors, Inc.), Pasadena, CA (1998 to 2002) Biotech Startup

- Post Acquisition- (Director of Integration & Alignment) -responsible for integration of Motorola's three separate Life Sciences sites into Motorola corporate operations in areas of policy, procedure, compliance, and scorecard development and monitoring as well as Malcolm Baldrige process.
 - Trained on Six Sigma. Managed divisional meetings for budget, planning and reporting to goal. Scheduled and managed divisional meetings for budget, planning and reporting to goal.
- Pre-acquisition – (Vice President of Finance, Treasurer) -responsible for all tax, human resources, insurance, treasury, accounting and financial reporting including bank, investor and shareholder relations, purchasing, facilities, information technology, office administration and managing external auditors.

- Negotiated and managed company financing and banking arrangements including lines of credit and investor financing.
- Managed due diligence process leading to \$9 million corporate investor and \$300 million acquisition. Participated in selection of underwriter and S-1 preparation and filing for IPO.

March of Dimes Birth Defects Foundation, Burbank, CA (1994 to 1997) Non-profit (annual budget \$2.5 million)

- Responsible for all financial, IT, Human Resources, Purchasing and Office Administration.
- Worked directly with the Board of Directors, the organization's Treasurer and auditors on all financial issues.

OWNER/PARTNER

Santos & Associates, CPA'S, Los Angeles, CA (1986 to 1994)

SENIOR ACCOUNTANT

Litton Industries, Beverly Hills, CA (1985 to 1986)

SEMI-SENIOR

Arthur Andersen & Company, Los Angeles, CA (1982 to 1985)

SEASONAL EMPLOYMENT:

COMMUNITY ORGANIZER

Obama Campaign for Change/Obama for America (2007 to 2008)

- Managed all aspects of a political campaign in 6 primary and 1 general election; including volunteer recruitment and management, fundraising and strategy execution culminating in a successful outcome.

PART TIME EMPLOYMENT:

VICE PRESIDENT OF FINANCE (Part time)

Phasebridge, Pasadena, CA (2002 to 2003) Technology Start-up

ADJUNCT FACULTY

DeVry Institute of Technology (1997 to 1998)

- Part time faculty of the following courses: Business Management and Computer Applications

SOFTWARE:

Office Products (Excel, Word, PowerPoint, Project), Mac, Oracle, SAP, Visio, MAS200, Sage, Great Plains, Workspace, FoxPro, PeopleSoft, QuickBooks, Hyperion, Crystal Reports, and JD Edwards.

SPECIALIZED EXPERIENCE:

Grant writing; grant administration and compliance, A133 audit, mergers and acquisitions, investor financing, pre-acquisition due-diligence, facilities acquisition, financing and construction.

EDUCATION:

PhD Organizational Psychology, Walden University, Candidate-Anticipated Graduation 2014
 Masters of Science Management, Telecommunications Management, University of Dallas
 Masters of Business Administration, Keller Graduate School,
 Bachelor of Science, Business Administration – Professional Accounting, California State Long Beach

LICENSES & CERTIFICATIONS:

Certified Public Accountant, California
 Certified Public Accountant, Washington DC
 Certified Public Accountant, Arizona
 California Real Estate Sales and Nevada Real Estate Broker

AFFILIATIONS:

American Red Cross, Volunteer
 Pasadena Entretch, Past Board Member
 Academy of Management
 Information Systems Audit and Control Association, ISACA member
 Scottsdale Preparatory Academy, Board of Directors – Treasurer (2010/2011)
 Governor's (Arizona) African American Advisory Commission- Chair (2010/2011)
 Continental Golf Club, Women in Golf Chair
 California Society of CPA's
 Arizona Society of CPA's

JESSICA MARKER

EDUCATION

- Graduate Certificate in Nutritional Education** | *American University* | IP | GPA 4.0
- Master of Education | Curriculum and Instruction** | *George Mason University* | May 2008
 - Department of Human Development | Early Childhood Education Program | GPA 4.0
- Bachelor of Science** | *Boston University* | May 2006
 - College of Communications | Communication | Concentration: Cities of the 21st Century, History
- International Honors Program** | *Cities of the 21st Century* | January – May 2005
 - Studied urban development & education in Bangalore, India; Auckland, New Zealand & Beijing, China

EXPERIENCE

- Managing Director, Teacher Leadership Development** | *Teach for America* | June 2010 – Present
 - Cultivates, hires, and manages two high-performing teams of five of managers to achieve ambitious goals.
 - Designs and executes on boarding strategy and trainings for new hires that centers on collaboration, innovation, entrepreneurship and our organizational corps values.
 - Develops a strong, outcomes focused performance culture within the Teacher Leadership team and the corps.
 - Serves as leader on the Teacher Leadership Development Team (TLD) to shape and effectively execute the strategy to ensure that the region achieves its student achievement, corps member retention and stewardship goals.
 - Establishes and maintains district and community relationships to ensure long-term partnerships and sustainability.
 - Fosters the leadership of the TLD team in order to ensure strong contributions to all regional priorities.
 - Regularly analyzes data to draw accurate conclusions and to inform team management approach.
 - Develops and cultivates relationships and networks in order to achieve results.
- Program Director** | *Teach for America* | July 2008 – June 2010
 - Supported and managed the leadership and effectiveness of over 50 full-time corps members.
 - Designed, planned and executed regular professional development opportunities for teachers based on identified gaps in student learning and teacher actions in the classroom.
 - Led teachers in analyzing student data to promote significant student growth throughout the school year.
 - Liaison between school principals, the Teach for America Regional Office and corps members.
 - Created and assembled the D.C. Regional PreK and Kindergarten Student Achievement Toolkits.
 - Created Summer Institute teacher support strategy for D.C. Regional Office.
 - Member of the Teacher Support and Development Committee that determined the scope and sequence of corps member learning throughout their two years in the corps.
- Adjunct Professor** | *George Mason University* | Department of Human Development | Aug. 2009 – Jan. 2010
 - Created and executed plans, assignments and lessons for two graduate level courses:
 - EDU511: Developmental Pathways for Diverse Learners Birth – Adolescence*
 - EDUT 514: Creating Environments and Adapting Curriculum for Diverse Young Learners, Ages 3-5*
 - Ensure all students met requirements for the courses and mastered the NAEYC standards for certification.
- Teacher** | *Teach for America* | D.C. Public Schools | Scott Montgomery ES | June 2006 – June 2008
 - Full-time teacher for Pre-Kindergarten and Kindergarten
 - Created instructional plans based on regular academic and interest assessments that allowed for differentiated instruction and significant student academic and emotional growth over the course of the school years
 - Created and fostered multicultural and anti-bias classroom environment that engaged family and community
 - Received "Exceeds Expectations" ratings from principal and school leaders both years in the classroom
- Leadership/Accomplishments:**
 - Grade Level Chair for Early Childhood Department, School Leadership Team, School Discipline Committee, Co-founder of Parent Involvement Committee, Co-Founder of Student Body Government
- Professional Development:**
 - Teacher's Institute: Two years of monthly training by Teacher's Institute in the Reading & Writing Project; including a one week of Institute classes of Columbia University's Teacher's College
 - Training in Responsive Classroom

CERTIFICATIONS & SKILLS

- Virginia Teaching License for Early Childhood: PreK-3rd grade
- Passing Scores on the Praxis 1: Reading, Writing & Math & Praxis 2: Elementary Content Knowledge
- Passing Scores on the Virginia Reading Assessment & VCLA
- Fluent in Microsoft Office programs including Word, Excel and Power Point and Outlook



QUALIFICATIONS SUMMARY

- Dedicated and successful secondary educator with a record of improving student achievement in urban areas
- Strategic planner and effective program designer
- Valuable leader with a proven record of outstanding management skills
- Effective communicator skilled at nurturing relationships and engaging stakeholders
- Creative problem solver with the ability to yield multiple solutions to a problem

EXPERIENCE: LEADERSHIP, PROGRAM MANAGEMENT AND DESIGN

Executive Director of Aligned Staff, New Leaders

November 2010-Present

Lead, design and implement national professional development for all program staff including Leadership Coaches, Facilitators and Executive Directors to ensure effective model implementation and appropriate staff development in critical and targeted areas, including Data-Driven Instruction, Facilitative Leadership and other pertinent content; Develop and enhance the scope and sequence and data management system of all program staff thus yielding program improvements and effective staff development; Develop and enhance the programmatic strategic plan aligned to key organization tools, strategies and metrics; Provide direct job-embedded support that ensures differentiated development and implementation of program with fidelity; Design and implement the aligned Performance Management System for program staff; Manage members of the Aligned Staff Group, ensuring their professional development, effectiveness and performance management; Manage team budget in order to maximize resource use.

Program Re-design Execution Team Lead, New Leaders

March 2011-September 2011

Successfully co-led the re-design of the New Leaders admissions and school support models; Led the design and development of an end-to-end support model implemented in New Leaders' partner cities in fall 2011; Managed team members and held them accountable to timelines that guaranteed we met deadlines; Provided oversight to a number of teams working to design key model components; Led the implementation of the school support model, including content delivery, professional development, design and implementation of the Quality Improvement process, evaluation, communication and marketing strategies.

National Director of Charter Strategy, New Leaders

February 2009-November 2010

Designed and implemented New Leaders' first charter strategic plan based on data and a comprehensive analysis of the District of Columbia's charter sector; Developed and maintained partnerships with key members of the national charter community in order to strengthen the charter initiative; Gathered and codified best practices to develop a professional development plan and curriculum for training charter leaders nationally; Developed and implemented a differentiated charter program therefore yielding charter leader success; Developed metrics for evaluating the charter initiative and Charter Management Organizations associated with the initiative; Provided targeted and differentiated support to each charter organization; Diagnostically assessed every charter school and analyzed data to prioritize the strategic action plan and ensure the appropriate allocation of interventions and supports from the New Leaders menu of services; Monitored and compared the progress of schools against a management dashboard by collecting, tracking and organizing school data against a strategic plan; Continuously evaluated priorities and strategies: re-aligning resources and identifying new supports as needed; Designed and facilitated a network of charter school leaders; Implemented the first annual DC Data Summit with partner organizations in order to build charter and district leaders' capacities; Re-designed the New Leaders charter strategy and model based on input, research and data in order to ensure the initiative's continued success and growth; Managed funding relationships in order to secure additional and continued funding.



School Leader, Maya Angelou Public Charter School

August 2006 - January 2009

Managed and supervised entire staff and school programs to ensure student and staff success; Developed and enhanced systems and structures for staff monitoring and evaluation to improve school performance; Developed, implemented, and assessed Professional Development that established a shared vision, created a positive school culture and promoted effective classroom instruction; Coached administrative team to improve school management, systems and structures that led to school effectiveness; Coached teacher teams in order to improve instructional practices, classroom management, and assessment that yielded significant increases in student performance; Managed and analyzed school-wide data that led to improved school-wide practices; Observed and supervised all core subjects in order to improve instruction and student performance; Led the instructional team focused on data review and curricular enhancements to improve student performance; Established systems that yielded improvements in overall school processes, relationships and culture; Created and managed school budget to ensure optimal use of resources; Developed a portfolio system that allowed staff to track student progress and growth holistically; Designed systems for the advisory program to enhance school culture and collect student data; Developed effective communication systems to improve school culture and climate.

EXPERIENCE: INSTRUCTIONAL LEADERSHIP

Educator, Maya Angelou Public Charter School

August 2005-June 2006

Created and implemented interdisciplinary curriculum in history to meet diverse student needs; Implemented literacy and numeracy curriculum; Implemented use of innovative teaching methods to exceed the objectives of the city curriculum standards; Designed courses in Advanced Placement American History and District of Columbia History; Mentored core group of students in order to improve student engagement; Created and monitored interim assessments and data to address curricular and teaching gaps; Created and implemented curriculum that fostered a strong community and enhanced school culture.

Educator, Harry S. Truman High School, Bronx, NY

August 2002-August 2005

Implemented curriculum in history; Successfully prepared hundreds of students for the NYS Regents examinations; Implemented use of innovative teaching methods to exceed the objectives of the state and city curriculum standards; Designed courses in African American History and Latin American History to enrich student understanding of and passion for subject; Maintained record of communication with parents, students, and administrators to ensure a positive and inclusive learning community; Co-directed the Honors Program; Co-directed the Freshmen Mentoring Program; Co-directed the National Honor Society Program; Coached girls' basketball team; Advised the "Building With Books" after-school club; Designed and led Girls Empowerment, the Photography Club and Subject Tutoring; Participated in workshops related to project and program management in order to enhance after-school curriculum and programming; Developed program budgets to ensure resources were used appropriately to meet programmatic needs; Wrote grant proposals for continued funding and development of new activities.

Adjunct Professor, Boricua College, New York, NY

September 2003-June 2005

Designed and implemented curricula in World History, Geography, and American History; Delivered weekly lectures to ensure student mastery of course content; Designed assessments to determine gaps in curricula and student knowledge; Consulted and collaborated with colleagues to enrich and enhance curricula; Conducted relevant research that informed curricular adjustments.

EXPERIENCE: ETHNOGRAPHIC RESEARCH

Independent Researcher, Field Study, Port-au-Prince, Haiti

May 1999-June 2000

Performed a cultural study of Haitian health in the context of cultural phenomena to better understand Haiti's health system; Worked alongside Haitian scholars, government officials and professionals to gain insight into Haitian culture and communities; Conducted ethnographic research in hospitals and neighborhoods to understand the link between the government, the health system and its constituents.



EDUCATION

Trinity University <i>Area of specialization:</i> Education <i>GPA:</i> 4.0	<i>Degree:</i> Masters in Ed. Administration	Washington, DC May 2007
Fordham University <i>Area of specialization:</i> Education <i>GPA:</i> 3.77	<i>Degree:</i> Masters in Teaching	New York, NY May 2004
Bryn Mawr College <i>Major:</i> Anthropology and French <i>Major GPA:</i> 3.45	<i>Degree:</i> Bachelor of Arts <i>GPA:</i> 3.3	Bryn Mawr, PA May 2001

HONORS AND ACHIEVEMENTS

Effective Practice Incentive Community (EPIC) Silver-gain School Award recipient
NAACP Educator's Award recipient
Harry S Truman High School Teacher of the Year
Mellon Research Fellow
Regional Scholars Fellow
Brown University Teaching American History grant recipient
New York City Department of Education Teaching American History grant recipient
New Visions for Public Schools grant recipient
Teaching Interdisciplinary Problem Solving via Technology grant recipient
Thomas R. White Scholarship for Study Abroad recipient

PRESENTATIONS

Germain, Thaly (2011). Data-Driven Practices that Drive School Results. A professional development for school leaders and teacher leaders presented at the Teach for America Texas Leadership Summit, Houston, TX.

Germain, Thaly (2010). Data-Driven Instruction and Secondary Grouping. A professional development for principals presented at the Pathways to Leadership Excellence Professional Development, New Orleans, LA.

Germain, Thaly (2010). Best Cooperative Practices: Effective Performance Management and Data. A professional development for school leaders presented at the Best Cooperative Practices between Charter & Traditional Public Schools National Conference, Cleveland, OH.

Germain, Thaly (2010). The Next Generation of Charter Leaders and Developers. A professional development for charter leaders presented at the annual National Association of Charter School Authorizers conference, Scottsdale, AZ.

Germain, Thaly (2009). Building a High Performing Leadership Team. A professional development for principals and school leaders presented at the first annual DC Data Summit, Washington, DC.

ALEXANDER T. SIERRA



EDUCATION:

Columbia University, Teachers College; New York, NY
Summer Principals Academy

Master of Arts in Educational Leadership, October 2007

GPA: 3.95, Summer Principals Academy, Teach For America Fellow and Scholarship recipient
Vice President of the Summer Principals Academy Leadership Council

Georgetown University, School of Foreign Service; Washington, D.C.

Bachelor of Science in Foreign Service, May 1998

Major: International Economics, Concentration: Development Economics

GPA: 3.43, Robert Byrd Scholarship for academic excellence

Select coursework: Economic Statistics, Econometrics, International Finance

London School of Economics and Political Science; London, England

General Course, 1996-1997

Focus of Study: Economics and International Relations

WORK EXPERIENCE:

50CAN

August 2011 - Present

Director of Finance

- Lead and manage all finance operations for the organization.
- Partner with the Development team on grant proposals and providing financials to funders and potential funders.

Teach For America

August 2007 - August 2011

Director, Planning & Analysis

- Act as lead financial advisor and Finance team business partner to the Teacher Preparation, Support, and Development and National Alumni teams - includes budgeting, monthly forecasting, 3-year planning, and cost-efficiency analysis. Teams have a combined operating budget of over \$40 million.
- Analyze financials and modeling work used to inform budget management, identify expense risks and cost saving opportunities, write grants, and communicate with external funders.
- Lead training and communication relating to Teach For America's new forecasting and budgeting platform for the organization.
- Developed, write, and edit the *Planning & Analysis Bulletin* to provide bimonthly communication to the organization on finance best practices, deadlines, and policies.

Paterson Public Schools, Paterson, NJ

September 2000 - August 2007

Elementary School Teacher, Public School 11

- Taught 5th to 8th Grade Language Arts and Math. Responsible for all planning and organization of classroom instruction and student assessment for 50 to 70 students per year. Students scored among top 5 Paterson elementary schools in language arts state proficiency exams (2005-2007).
- Served on School Leadership Team (2006-2007).
- Led after-school enrichment program for 3rd - 8th Grade students (2003-2007).

- Managed Paterson Old Timer's Midget Baseball League team for 10-12 year olds (2001-2006). Coached Paterson's 11-12 year old baseball all star traveling team representing the city in county and state tournaments (2001-2005).

Teach For America

Induction Coordinator, Teach For America New Jersey Summers 2001, 2002

- Planned logistics and orientation program for 50 incoming New Jersey corps members.
- Developed and planned week-long professional development seminars and workshops.
- Coordinated presentations by local community and education leaders in Paterson and Newark, NJ.

Corps Member, Paterson, NJ June 2000 - June 2002

- Served as chair of regional leadership council of Teach For America New Jersey.
- Selected to the Teach For America 2000 corps, one of 800 chosen from an applicant pool of 6,000, committed to teach in an under-resourced urban or rural community.

Federal Reserve Bank of New York, New York, NY September 1998 - June 2000

Assistant Financial Analyst, Emerging Markets Group

- Prepared written analyses for senior management on U.S. bank portfolio investments and financial exposures to the emerging markets.
- Developed presentations for various high-level policy and bilateral meetings on such topics as private credit growth and capital adequacy standards in the emerging markets.
- Produced daily charts and tables on returns and trends in Latin America, Asia, and European equity, currency, and debt markets.
- Provided analytical coverage of foreign financial systems of several Latin American countries including Panama, Peru, and Uruguay.

Office of the Georgetown University Counsel, Washington D.C. 1995-1998

Office Assistant (Sep 1995 - Aug 1996; Sep 1997 - May 1998)

- Performed litigation research for staff attorneys.
- Conducted daily office business, including accounting, filing, and computer projects.

U.S. Department of State, Washington D.C. Fall 1998

Brazil Desk Intern, Inter-American Affairs Bureau

- Researched economic, political, and cultural issues in support of Brazil desk officers.
- Supported work of U.S. Foreign Service officers covering Central and South America.

ADDITIONAL INFORMATION:

Languages:

- Spanish - proficiency (both written and spoken)
- French - working knowledge (both written and spoken)

Technical Skills:

- MS Excel, MS Powerpoint – advanced proficiency
- Accounting software

Activities/Interests:

- Mentor with Urban Assembly's high school mentorship program, 2009 - 2011
- Running – ran the 2010 NYC Marathon with Fred's Team to support pediatric cancer research
- Play Softball and Soccer recreationally
- Georgetown University Alumni interviewer, 1998 - present

ALTHEA O. HOLFORD, ESQ.

EXPERIENCE

DC DEPARTMENT OF GENERAL SERVICES, (DGS)

Real Estate Specialist

MAY 2008 – PRESENT

Negotiated over a one million rentable square feet of commercial real estate on behalf of the District of Columbia. Responsible for: disposition of all former District school buildings and office leases from both the landlord and tenant perspective. Represent the District in public hearings and bidder's conferences with regards to use of District owned facilities. Confer with General Counsel's office to draft license agreements, lease amendments and legislative rules. Draft additional materials, such as: letters of intent, public solicitations, agency briefings, DC Council summaries, memorandum of understanding, and various scopes of work. Contract specialist for division. Supervise contractors and independently manage projects.

LEGAL SOURCE ATTORNEY STAFFING

Contract Attorney

FEBRUARY 2008- MAY 2008

Conducted document review in preparation for patent and trademark litigation. Analyzed case material under strict time constraints to establish relevant and privileged information.

MCWILLIAMS BALLARD

Assistant Project Manager

APRIL 2007-JANUARY 2008

Worked on site of several residential real estate projects. Reviewed contracts, builder warranties, Home Purchase Assistance Program documents, lenders documents and home inspections. Reviewed codes and regulations to ensure that buildings are in compliance. Coordinated with lenders, DC Housing General Counsel, the Greater Washington Urban League and the developer.

CASA FOR CHILDREN OF DC

Court Appointed Special Advocate (Volunteer)

JANUARY 2007- OCTOBER 2007

Administered an independent investigation concerning a child who suffered abuse and neglect, to represent the best interests of the child before family court. Conferred with teachers, social workers, parents and the client/child. Analyzed court documents, conducted interviews and attended hearings on the client's behalf.

ANSER TITLE

Settlement Attorney

MAY 2005-APRIL 2007

Conducted commercial and residential real estate settlements. Reviewed real estate contracts, prepared policy binders and examined title reports. Created escrow agreements, deeds, and various estate documents.

EMPLOYMENT JUSTICE CENTER'S WORKERS' RIGHTS CLINIC

Intake Volunteer

MAY 2006-OCTOBER 2006

Conducted client intake interviews of workers who alleged that they had been victims of employment discrimination. Documented complaints, succinctly relayed core issues and legal analysis to supervising attorneys.

GEBHARDT & ASSOCIATES

Law Clerk

OCTOBER 2003 – MAY 2004

Drafted legal documents including, EEOC complaints, interrogatories, and interoffice memoranda. Conducted legal research in the area of employment law. Reviewed case documents, attended depositions, synthesized arguments, and formulated legal research in preparation for litigation.

OTHER EXPERIENCE

NATIONAL NETWORK TO END DOMESTIC VIOLENCE, Law Clerk

June 2003- August 2003

DC SUPERIOR COURT, Judge Rafael Diaz, Judicial Intern

October 2002 – December 2002

ALTHEA O. HOLFORD, ESQ.

CANDIDATE INFORMATION

Social Security Number: XXX-XX-8722

Veteran's Status: N/A

Citizenship: United States

EDUCATION

THE GEORGE WASHINGTON UNIVERSITY LAW SCHOOL

Juris Doctor - May 2004

- *Director of Minority Affairs, Student Bar Association*
- *Public Justice Advocacy Clinic*

THE UNIVERSITY OF OXFORD

- *International Human Rights – study abroad (Summer 2002)*

UNIVERSITY OF MASSACHUSETTS AT AMHERST

Bachelor of Arts, Political Science - May 2001, *magna cum laude*

BAR AFFILIATION

MARYLAND STATE BAR, Admitted: December 2004 (Good Standing)

DISTRICT OF COLUMBIA BAR, Admitted: February 2011 (Good Standing)

SOFTWARE COMPETENCIES

- **Westlaw**
- **LexisNexis**
- **Microsoft Office 2010**

REFERENCES

- **Camille Sabbakhan** – General Counsel, DC Department of General Services: 202- 724-4170
- **Steven Sadel** – Assistant General Counsel, DC Department of General Services: 202-727-1671
- **Todd Douglas** – Realty Officer, DC Department of General Services: 202-741-0947
- **Ahnna Smith** – Senior Advisor, DC Deputy Mayor for Education: 202-407-3317

RESUME OF KEY PERSONNEL

SHAWN SAMUEL

President

Professional Experience

JDC Construction

February 2003 – Present

President

Since 2003, Shawn has served as President of JDC Construction Company, LLC, overseeing pre-construction and construction management services on a variety of development projects. In this capacity he coordinates the administrative details that keep the project on schedule and within budget. He works directly with clients, government agencies, general contractors, and consultants towards the goal of providing a finished product that satisfies the client's requirements. He is actively involved in key issues such as coordination of project plans; permit acquisition, coordination of major utilities, contractor pricing, change order claims and other project milestones; as well as monitoring compliance of contract terms.

Orr Partners

May 1999 – February 2003

Senior Project Manager

Monitor construction progress against the established budget and schedule, coordinate public utilities and government public works agencies, processed soft and hard cost invoicing, issued monthly progress reports to owners, resolved project issues amongst the team (owner, architect, consultants and contractors), perform final cost accounting for project, review RFI and Submittal's for process and compliance, verified material productions in other states and issued flash reports.

The Leapley Company

February 1996 – May 1999

Project Manager

My duties include: Bid projects, negotiating / purchasing subcontracts, issue subcontracts and purchase orders, prepare construction schedule, negotiate sub-contract change orders and present them to owners for approval, maintain job safety, holding subcontractor and owner meetings, developing and maintaining owner relationships, working with the government agencies, and insure good document control.

Shawn Samuel

Sept. 1993 – Dec. 1995

Handy Man Business

Worked with a local property management company "City Sites", who managed properties for different owners in the area. City Sites manager would contact Shawn Samuel to perform various work tickets on different project. Work tickets include kitchen renovations, installation of new fences, changing toilets, installing new water pipes, changing lights, drywall repairs, etc.

Education

Norfolk State University

Bachelor of Science Degree in Building Construction Technology

Completed all class courses for an Associate Degree in Architecture

ELIZABETH A. STRIEBEL



PROFESSIONAL EXPERIENCE

July 2011-present

The Achievement Network, Washington, District of Columbia **Managing Director of District and School Support**

District Support

- Set the vision and direction for the District of Columbia Public Schools consulting model to ensure a deep and sustainable impact on student achievement. Develop a vision and strategy to build the capacity of the DCPS central office staff to train their own DCPS schools on using student assessment data and performance management best practices to increase student achievement
- Design a series of trainings for DCPS staff to deliver to school leadership teams across the district. Streamline proven ANet strategies and tools to ensure effective training for DCPS schools on a data-driven approach. Develop additional strategies to differentiate the program to meet the needs of DCPS. Design and develop materials to support the trainings to DCPS staff.

School Support

- Build capacity of approximately 5-8 school leadership teams outside of the DCPS partnership, to sustain and build data-driven instruction strength throughout their school.
- Train and coach school leadership teams and teachers on best practices for setting student performance goals, using data to track progress, and developing strategies that drive achievement.
- Facilitate, observe and provide feedback to leaders on school-based meetings to help schools improve practice.

English Language Arts Organization Support

- Develop tools, coaching strategies and content for English Language Arts for the organization to improve the ability to coach schools
- Design and deliver literacy professional development for teachers in the District of Columbia network.

Aug. 2006-June 2011

District of Columbia Public Schools **Orr Elementary School, Washington, District of Columbia** **Instructional Coach**

- Embedded professional development for PK-5 classroom teachers on balanced literacy, pedagogy, data collection and analysis.
- Applied principles of adult learning during inquiry groups into small group instruction, data analysis and curriculum development.
- Collaborated with administrators and coach colleagues to research, formulate, implement and reflect on school wide professional development initiatives.
- Developed content institutes for new teachers to study the art of reading through professional literature with immediate application to a case study student.
- Designed and supervised K-5 data cycles beginning with student data analysis, action planning and reflection meetings.
- Facilitated professional development sessions for the DC3: Collaborative for Change on the structures of balanced literacy, miscue analysis, comprehension strategies and using reading data to formulate small group instruction.

Janney Elementary School, Washington, District of Columbia

Literacy Professional Developer

- Embedded staff development for classroom teachers on reading workshop, guided reading, writing workshop and read aloud.
- Facilitated grade level inquiry groups.
- Participated in literacy professional developer inquiry group on responsive literacy coaching.
- Collaborated with professional developer colleagues to organize, plan and implement differentiated staff development for teachers across schools.

Teachers Institute, Washington, DC

Staff Developer

- Facilitated small and large group staff development on Kindergarten emergent reading instruction, interactive read aloud, accountable talk, writing workshop unit and mini lesson planning, grade level meetings and collaborative planning.

- Embedded staff development for implementing writing workshop, interactive read aloud with accountable talk and independent reading. Coached teachers through implementation of whole class, small group and individualized responsive instruction.
- Trained teachers to administer and use reading assessments and miscue analysis to inform instruction.

Janney Elementary School, Washington, District of Columbia

First Grade Teacher

- Assessment driven reading, writing, math and science instruction.
- Teachers College reading and writing workshop, Everyday Mathematics
- Literacy and math academic intervention for struggling students.
- Supervised an American University student teacher.

Sept. 2001-June 2006

Jacob Riis Elementary School/PS 126, New York City

Special Education Kindergarten Classroom Teacher

Collaborative Team Teacher

- Balanced literacy: assessment based reading and writing curriculum.
- Teachers College writing workshop.
- TERC mathematics: a constructivist approach to math instruction.
- Academic intervention for struggling learners.

Kindergarten grade leader

- Mentored new teachers in assessment and differentiated instruction.
- Supervised student teachers from NYU.

Teacher Planning Committee

- Created school-wide scope and sequence for literacy instruction.
 - Developed literacy assessment criteria.
- Lab site Classroom Teacher for administrators and educators from NYC and around the country.

PROFESSIONAL DEVELOPMENT DESIGN AND FACILITATION

Teachers Institute

Writers Workshop Units of Study: Writing for Readers: 1 session

- Unpacking Lucy Calkins Units of Study for Teaching Writing
- Analyzing student writing to create unit foci
- Drafting teaching points using skill by strategy method

Emergent Literacy: Kindergarten Unit of Study in Readers Workshop: 3 sessions over 5 months

- Introduce research, structure, and content for emergent literacy in Kindergarten
- Structure follow up sessions for reflection and additional planning
- Video model lessons and student reading for analysis and planning
- Create guides for assessment, planning and reflection

Interactive Read Aloud Study Group: Kindergarten Lead Teachers: 3 sessions over 3 months

- Gradual release study of planning and implementing interactive read aloud with think aloud, turn and talk, small group and whole class discussion
- Follow-up sessions include sharing of best practices, reflection and planning

District of Columbia Public School: DC3 Collaborative for Change

Grade Level Summits: ongoing

Planned and coordinated focused learning walks across ten schools for grade level colleagues. Teachers and coaches observed teacher practice in a lab-site setting.

Coaching Blitzes: ongoing

Two to three day intensive coaching visits to meet the specific needs of DC3 schools in literacy instruction by utilizing professional developer expertise across the Collaborative.

Year Long Curriculum Planning: yearly

Participants reviewed the DC3 proposed Curricular Calendar, participate in additional planning as grade level and building and teams, identify resources/materials best suited for specific units, and reflect on next steps and professional development needs.

Summer School Supervisor of Coaches

Trained and supported first year coaches during an intensive four-week summer school model. Supervised the creation and implementation of curriculum, job embedded coaching and small group professional development. Workshops

The Basics of Balanced Literacy

An overview of the rationale, structures and content of teaching balanced literacy in K-5. Is your instruction balanced? Do you know when to use each structure of balanced literacy? How do you fit them all in? How do you choose the structure that matches your students' needs? In this study group you will apply knowledge of the various balanced literacy structures to effectively plan for your students' growth.

Demystifying the Magic of Comprehension

Delve deep into comprehension strategies to gain an understanding of both basic and higher level comprehension. Teachers will explore what it means to truly comprehend a text and use that knowledge to plan read alouds that will preview, teach, and revisit comprehension strategies.

3 - 5 Reading: Putting It All Together

Do your students call words beautifully, but struggle to discuss what they have just read? Do you want students to dig deeper into the meaning of a text? Come study reading comprehension for grades 3-5. Effectively teach explicit reading strategies during whole class instruction, guided reading, and individual conferences.

Charter School Consulting

Community Academy Public Charter School, Summer Institute 2010

Understanding levels of texts and how they inform instruction

Writing Workshop: Using the structures of balanced literacy to support writing units

Miscue Analysis: Using Assessment Data to Create Targeted Reading Goals

SEED PCS, E.L. Haynes PCS, Achievement Prep: Fall Literacy Institute 2010

Introduction to Read Aloud and Shared Reading

Assessments and Matching Student to Just Right Book

Shared Reading: Scaffolding learning for struggling readers

Word Study & Interactive Writing

SEED PCS, E.L. Haynes PCS, Achievement Prep: Non-fiction Literacy Institute 2011

Maximizing the Structures of Balanced Literacy in Non-fiction reading and writing units

EDUCATION

Jan. 2005-Dec. 2005

Fordham University, New York, New York

Graduate School of Education

Master of Science in Education with Honors

July 2003-Jan. 2005

Fordham University, New York, New York

Young Readers at Risk: The Ennis William Cosby Program

Graduate Reading Certificate Program

Sept. 1998-Dec. 2001

New York University, New York, New York

Steinhardt School of Education

Bachelor of Science in Special Education

Minors in Elementary Education and American History

CERTIFICATION

District of Columbia

Non-categorical Special Education, 1st-6th grade

Elementary Education, 1st-6th grade

Ingenuity Prep Public Charter School

Board Member Agreement Form

As a member of the Ingenuity Prep Public Charter School Board of Trustees, I accept the responsibilities and the duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand, and support the mission and vision of Ingenuity Prep Public Charter School.
2. Periodically review the mission of the school to monitor the school's progress in its short and long term strategic planning, setting priorities; both financially and operationally for the school, and as a basis for decision making.
3. Establish policies and procedures that maintain compliance with federal, state and local laws as well as supporting the schools mission.
4. Maintain the job description and performance for the Head of School.
5. Recruit, hire, retain, evaluate, discipline (and terminate, if necessary) the Head of School.
6. Strengthens schools' long and short-term strategic goals by providing fundraising support, either directly through personal contributions or indirectly through facilitating access to contacts and sharing of resources.
7. Recruit board members based on needed expertise, philosophical "fit" with school's mission, as well as understanding and support of the strategic plan.
8. Selection and oversight, through the Audit and Finance Committee, of the annual audit of the schools financial records.
9. Participate in the development and monitoring of the schools strategic plan in the areas of student outcomes, fiscal compliance and sustainability, and facility acquisition/financing.
10. Communicate with Parent Council to monitor satisfaction of program's compliance with mission.

Duties and Responsibilities of Individual Board Members:

1. Attend all board meetings; if unable, notification should be provided to the Chair of the Board.
2. Participate on Board committees, including committee leadership and level of committee involvement.
3. Provide wisdom and guidance through interaction at board meetings, including providing alternative perspectives, and acts in concert and supports the unanimous decisions of the board.
4. Develop and accomplish individual fundraising goals.
5. Attend Board of Trustee training events.
6. Maintain a favorable relationship with parents, students, volunteers, auditors and external stakeholders/regulators.
7. Avoid or disclose any and all conflicts of interest.
8. Be capable of effectively communicating mission and vision of school, creating enhanced reputation.
9. Maintain high level of ethical standing.
10. Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
11. Maintain knowledge of charter school environment in Washington and understand the market and climate of issues affecting charter schools.
12. Monitor operational and organizational performance against goals, budgets or key indicators.
13. Ensure that capital and operating budgets are established annually and in a timely fashion.
14. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit or review each year.
15. Agree and adhere to Ingenuity Prep's Conflict of Interest, Articles of Incorporation, and Bylaws.

Read and understood:



Signature

Aaron Cuny 1-29-12

Printed Name and Date

Ingenuity Prep Public Charter School

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Read and understood:


Signature

William Stoetzer 1/29/12
Printed Name and Date

Ingenuity Prep Public Charter School

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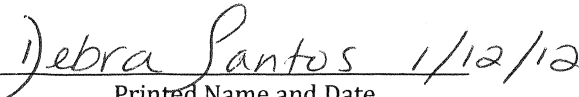
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Board Member Agreement Form

As a member of the Ingenuity Prep Public Charter School Board of Trustees, I accept the responsibilities and the duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand, and support the mission and vision of Ingenuity Prep Public Charter School.
2. Periodically review the mission of the school to monitor the school's progress in its short and long term strategic planning, setting priorities; both financially and operationally for the school, and as a basis for decision making.
3. Establish policies and procedures that maintain compliance with federal, state and local laws as well as supporting the schools mission.
4. Maintain the job description and performance for the Head of School.
5. Recruit, hire, retain, evaluate, discipline (and terminate, if necessary) the Head of School.
6. Strengthens schools' long and short-term strategic goals by providing fundraising support, either directly through personal contributions or indirectly through facilitating access to contacts and sharing of resources.
7. Recruit board members based on needed expertise, philosophical "fit" with school's mission, as well as understanding and support of the strategic plan.
8. Selection and oversight, through the Audit and Finance Committee, of the annual audit of the schools financial records.
9. Participate in the development and monitoring of the schools strategic plan in the areas of student outcomes, fiscal compliance and sustainability, and facility acquisition/financing.
10. Communicate with Parent Council to monitor satisfaction of program's compliance with mission.

Duties and Responsibilities of Individual Board Members:

1. Attend all board meetings; if unable, notification should be provided to the Chair of the Board.
2. Participate on Board committees, including committee leadership and level of committee involvement.
3. Provide wisdom and guidance through interaction at board meetings, including providing alternative perspectives, and acts in concert and supports the unanimous decisions of the board.
4. Develop and accomplish individual fundraising goals.
5. Attend Board of Trustee training events.
6. Maintain a favorable relationship with parents, students, volunteers, auditors and external stakeholders/regulators.
7. Avoid or disclose any and all conflicts of interest.
8. Be capable of effectively communicating mission and vision of school, creating enhanced reputation.
9. Maintain high level of ethical standing.
10. Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
11. Maintain knowledge of charter school environment in Washington and understand the market and climate of issues affecting charter schools.
12. Monitor operational and organizational performance against goals, budgets or key indicators.
13. Ensure that capital and operating budgets are established annually and in a timely fashion.
14. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit or review each year.
15. Agree and adhere to Ingenuity Prep's Conflict of Interest, Articles of Incorporation, and Bylaws.

Read and understood:


Signature

Jessica Haskell Marker
Printed Name and Date
1/27/12

Ingenuity Prep Public Charter School

Board Member Agreement Form

As a member of the Ingenuity Prep Public Charter School Board of Trustees, I accept the responsibilities and the duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand, and support the mission and vision of Ingenuity Prep Public Charter School.
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13. Ensure that capital and operating budgets are established annually and in a timely fashion.
14. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit or review each year.
15. Agree and adhere to Ingenuity Prep's Conflict of Interest, Articles of Incorporation, and Bylaws.

Read and understood:



Signature

Thaly Germain 1/22/12

Printed Name and Date

Ingenuity Prep Public Charter School

Board Member Agreement Form

As a member of the Ingenuity Prep Public Charter School Board of Trustees, I accept the responsibilities and the duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand, and support the mission and vision of Ingenuity Prep Public Charter School.
2. Periodically review the mission of the school to monitor the school's progress in its short and long term strategic planning, setting priorities; both financially and operationally for the school, and as a basis for decision making.
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12. Monitor operational and organizational performance against goals, budgets or key indicators.
13. Ensure that capital and operating budgets are established annually and in a timely fashion.
14. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit or review each year.
15. Agree and adhere to Ingenuity Prep's Conflict of Interest, Articles of Incorporation, and Bylaws.

Read and understood:



Signature

Althea Holford 1/22/12
Printed Name and Date

January 25, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Ingenuity Prep Public Charter School. I fully support the school's mission and am confident in the capacity of the Founding Group to carry out the mission in providing for the students of the District an outstanding 21st century education.

Given my experience and record of achievement working directly in schools, I believe I am qualified to support the Founding Group's efforts. As a classroom teacher for seven years at both the elementary and middle school levels, I spent five years at low-socioeconomic status district schools in Oakland, California, and two at private, high-socioeconomic status International Baccalaureate schools in Mexico. After receiving leadership training as a School Director through Teach for America, through the Summer Principals Academy at Columbia University, and through the New Leaders for New Schools residency program, I joined the staff of DC Bilingual. At DC Bilingual, I was instrumental in shaping the vision for and coordinating implementation of a wide range of academic, operational, and cultural reforms. This past year, I helped lead the school to strong combined reading and math gains on the 2011 DC CAS, with the school's combined gains ranking 6th of over 120 charter and DCPS elementary schools. Additionally, as the coordinator of the school's math program, I led a decrease in the percentage of students performing Below Basic from 32% on the 2009 DC CAS to 14% on the 2011 DC CAS and an increase in the percentage of students performing Proficient and Advanced from 33% to 46%. On the 2011 DC CAS, our school's math gains for the low socioeconomic status subgroup ranked 3rd of over 120 charter and DCPS elementary schools.

With this experience and commitment to the mission of the school, I look forward to serving the students and families of Ingenuity Prep Public Charter School.

Sincerely,

Aaron Cuny
Resident Principal
DC Bilingual Public Charter School

January 25, 2012
Mr. Aaron Cuny, Co-Founder
Ingenuity Prep Public Charter School
1368 Newton St. NW
Washington, DC 20010

Dear Mr. Cuny,

I am writing to express my commitment and desire to serve on the Founding Team of Ingenuity Prep Public Charter School. As a former teacher in the District of Columbia, I strongly support Ingenuity Prep's academic program that seeks to prepare students to be civic leaders in their local and global communities through a rigorous college preparatory program. As a resident of the District of Columbia, I believe Ingenuity Prep's commitment to serving students who are most in need of a high-quality school focused on one of the most significant problems facing our city. Our collaborative work at DC Bilingual over the previous two and a half years has lead me to believe you are an extraordinarily effective school leader who will drive exceptional education outcomes for the students of the District.

As a member of the Founding Team, I believe I can provide support to Ingenuity Prep in a number of areas. First, as former special education teacher with a Masters degree in special education, I can provide vision in the crafting of the school's educational plan for individuals with disabilities and support the school in navigating the often-complicated legal requirements. Further, my experience from my current role as the Data and Results Coach at DC Bilingual PCS, will allow me to provide expert guidance on the development of data management systems for student and academic data. Also, I can provide guidance on the development of an organizational commitment to data-driven decision making. Additionally, having managed the enrollment audit process for DC Bilingual PCS, I am prepared to aid in Ingenuity Prep's development of enrollment policies and procedures. As an instructional leader for 3rd - 5th grade math teachers, I have experience in developing curriculum and resources, as well as, coaching and supporting teachers in the improvement of their teaching practice. During my time as a math instructional leader, DC Bilingual PCS had the 3rd highest math gains of all DCPS and charter schools in the low-SES subgroup. It is from these experiences and many others, from which I will contribute to making Ingenuity Prep the highest-quality academic program in the District of Columbia. I am deeply committed to the school's mission and believe my skillsets and experience are closely aligned with that mission.

For aforementioned reasons, I am willing and able to make a significant commitment to Ingenuity Prep Public Charter School. I am encouraged that my skills and knowledge can be of use in the development of the school. It would be a great honor to continue working in the service of improving education for the students and families of the District of Columbia through supporting the founding of Ingenuity Prep Public Charter School.

Sincerely,

A black rectangular redaction box covers the signature area.

Will Stoetzer

Mr. Aaron Cuny, Co-Founder
Ingenuity Prep Public Charter School
1368 Newton St. NW
Washington, DC 20010

Washington, DC

Dear Mr. Cuny,

I am writing to formally express my willingness and commitment to serve as part of the Founding Team of Ingenuity Prep Public Charter School. As a parent, grandparent and District of Columbia resident, I support the mission and vision of Ingenuity Prep. Ingenuity Prep will provide 21st Century skills in a blended learning environment to the youth, and an educational choice for the parents of the District of Columbia.

I have over 25 years of financial and operational experience, with over 11 years in Senior Financial Leadership positions in non-profit and for profit organizations. I am a Washington, DC Certified Public Accountant, having most recently served as Chief Financial Officer for well-established Charter Management Organizations, with over 5,000 and 8,000 students, respectively in Phoenix, Arizona and Washington, DC. Currently I am working as a financial consultant for Black Entertainment Television (BET), headquartered in Washington, DC, developing and documenting policies and procedures to maintain Sarbanes Oxley compliance.

I am pursuing a Ph.D. in Organizational Psychology. It is my personal commitment and belief in education as a vehicle for creating social equity and providing a better quality of life, that fuels my belief in Ingenuity Prep's mission and vision.

I, in addition to the team am investing my skills, experience and commitment to achieving Ingenuity Preps' goal of providing a quality education and operating as a successful DC Public Charter school. I am honored to be part of the founding team of Ingenuity Prep; comprised of dedicated professionals determined to educate children as civic-minded leaders with 21st Century skills to equip them to successfully navigate and contribute to our ever-changing world.

Respectfully,

Debra Santos, CPA
Financial Consultant

January 25, 2012

Mr. Aaron Cuny, Co-Founder
Ingenuity Prep Public Charter School
202-374-8458

Dear Aaron,

I am writing to express my commitment and desire to continue to serve the students of the District of Columbia by actively supporting your efforts in the creation of Ingenuity Prep Public Charter School by serving as a member of the Founding Group. As a former D.C. Public School teacher and current staff member at Teach for America supporting over almost four hundred teachers in classrooms throughout the D.C. Region, I strongly support the mission and philosophy of this school and feel it is a crucial opportunity to make a significant impact on providing our students with the types of educational opportunities they need and deserve.

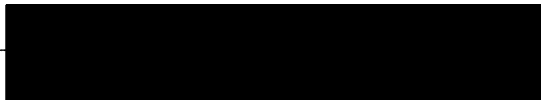
I am committed to serving Ingenuity Prep Public Charter School in its efforts to create the opportunity for students PreK through eighth grade living in the District to attain an excellent education that will put them on a pathway towards educational success and college readiness.

As a resident of Ward 6, teacher and instructional support within our Regions schools for going on 7 years, I have become devoted to our students, families and the communities and passionate about ensuring equity and access to excellence for all of our children. From my experience working with our youngest learners in particular as a teacher, graduate of George Mason's Human Development Program with a Master's in Early Childhood Curriculum and Instruction, as well serving as an adjunct professor for their master's courses I continue to support and develop teachers in Early Childhood and Elementary classrooms throughout our Region's schools. Over this course of time, I have developed numerous Early Childhood assessments that are used in classrooms throughout the city to benchmark student growth and use as supplements to the Districts formal testing scores, ensuring our students are mastering the right level of material ongoing and teachers are able to plan from consistent, updated and valid data throughout the course of the year. I also regularly hold professional development trainings to ensure our teachers are planning and executing from the highest quality research-based curriculums and programs. I intend to bring all my enthusiasm, knowledge and skill to ensure the success of Ingenuity's Early Childhood and Elementary programming, curriculum design and student outcomes.

I believe that my education, leadership, commitment and experiences will help to ensure the successes of Ingenuity Prep and guarantee that all students who attend will receive a world class education.

Sincerely,
Jessica Marker

Thaly Germain



January 17, 2012

Dear Mr. Cuny,

I am writing to express my commitment to serve on the Founding Group for Ingenuity Preparatory PCS. I am particularly interested in joining this group because of my unwavering commitment to accelerating the achievement of urban students. As is evident from my career choices, I completely espouse your vision and mission.

I have used my deep understanding and first-hand knowledge of the challenges facing urban school principals to design several programs, which successfully developed the unique skills of those leaders to lead urban schools driving significant student achievement. I would be honored to lend my vision, passion, innovation and expertise in urban education and leadership to support your work.

As a school leader, I achieved gains in student achievement so significant that our school received the Effective Practice Incentive Community (EPIC) Silver-gain School Award. I quickly realized, however, that I could exponentially grow my impact on students and school leaders in a role allowing me to design and implement a model for recruiting, selecting and developing urban school leaders. To this end, I was invited to join New Leaders as the National Director of Charter School Strategy (NDCSS) to lead the New Leaders Charter Initiative in partnership with NewSchools Venture Fund. As NDCSS, I used my charter expertise to pioneer a first-in-its-kind charter-specific leadership development program. I served as the chief spokesperson for the initiative, selected and recruited Residents, developed and implemented a charter-specific curriculum, prepared and executed a strategic plan for program evaluation and improvement and managed our multi-million dollar budget. Additionally, I sought out and maintained numerous partnerships to drive the work and support the sustainable improvement and development of the initiative over time. By leading school diagnostics, coaching school leaders to develop the appropriate practices and co-designing development plans for both school leaders and the schools they serve, I was able to ensure my work met the real needs of those implementing our practices on the ground.

I possess distinct skills that will allow me to support your work. Most recently, as the New Leaders Executive Director of Aligned Staff, I co-led a team in the re-design of the New Leaders model. I had the distinctive experience of recreating the New Leaders recruitment, selection, training and support systems. In addition to using my content knowledge of principal training, I leveraged my strategic planning and relationship-building skills to drive the team to attain challenging goals despite very aggressive deadlines while ensuring the needs and expectations of numerous stakeholders were met. I believe my entrepreneurial spirit, results-orientation, stakeholder engagement and inter-personal skills, program design background, experience and commitment to education reform as well as experience developing effective school leaders make me an ideal team member.

I would be honored to contribute my skills and experience to ensuring you realized your school's vision. I welcome the opportunity to discuss my letter of intent further. I can be reached at thaly.germain@gmail.com or at (917) 319-6350. Thank you for your time and kind consideration.

Sincerely,



Thaly Germain



January 29, 2012

Mr. Aaron Cuny, Co-Founder
Ingenuity Prep Public Charter School
1368 Newton St. NW
Washington, DC 20010

Dear Mr. Cuny,

I write to express my interest in serving on the Founding Team of Ingenuity Prep Public Charter School. I believe in the vision of the school - to be a collaborative and forward thinking learning environment that will benefit the children of Washington, D.C. Moreover, I believe in the capacity of the co-founders to build an exceptional school.

I bring to the Founding Team both experience as a public school teacher and experience in finance. I worked as a middle school teacher for seven years in Paterson, New Jersey. As a teacher, I saw firsthand what students and teachers need to be successful. For the last five years, I have worked in finance operations for two education non-profits, Teach For America and 50CAN. In my current role as Director of Finance at 50CAN I lead and manage the finance department for the organization.

In sum, I hope that I will be of value to the planning and founding of Ingenuity Prep Public Charter School. I would be honored by the opportunity to serve on the Founding Team.

Sincerely,

Alexander T. Sierra

January 29, 2012

Mr. Aaron Cuny, Co-Founder
Ingenuity Prep Public Charter School
1368 Newton St. NW
Washington, DC 20010

Mr. Cuny,

Neither of my parents finished high school. My mom stopped at 15 and my dad stopped at 16. They had no choice. Education for my parents was not free, was not easily accessible, and was not as imperative as working to overcome the gripping effects of poverty in South America. Between them however, they raised a protein chemist who is a professor at York College, a teacher who specializes in the development of children with autism, an IT executive with a major phone company, and a commercial real estate attorney. The success of their children is due in large part to the one thing my parents lacked: a free education. Our parents' lack of education became their handicap and our driving force to aggressively seek knowledge and exhaust its possibilities.

There can be no doubt, under any analysis, that a free education is the greatest opportunity that the United States has to offer its citizens. The problem is that while education is free, its fundamental quality is determined by zip code. While some schools take trips around the globe, learn foreign languages and study the classics, other schools do not offer Advanced Placement courses, are deficient in teacher development, and lack electives and extracurricular activities.

My goal in founding Ingenuity Prep is simple. I want to give students in DC an opportunity like the one I had attending one of the best high schools in New York city. I want to change the trajectory of the lives of poor inner city children. Our children are in desperate need of rescue. The right education can change a person's life. Ingenuity Prep will use cutting edge technology and technique to equip our students with the essential skills to compete in a global workforce. More than just supplying basics, the goal of Ingenuity Prep is to have students that will make a change in the world around them.

Thank you for your consideration.

Regards,

A solid black rectangular redaction box covering the signature area.

Althea O. Holford, Esq.

January 24, 2012

Mr. Aaron Cuny
Ingenuity Prep Public Charter School
1368 Newton St. NW
Washington DC, 20010

Dear Aaron,

I am writing to express my commitment to serve on the founding board of Ingenuity Prep Public Charter School. As a resident of the District of Columbia and a career educator, I am confident that Ingenuity Prep will provide a high quality education to students in the District of Columbia.

For the past ten years, I have served in a variety of roles in public education. I am currently serving as the Managing Director of District and School Support for the non-profit organization, The Achievement Network. I serve a dual role of designing professional development for the District of Columbia Public Schools and directly supporting school leaders in adopting data driven practices. Prior to joining the Achievement Network team, I worked as an instructional coach at Orr Elementary School, in DC's Ward 8. During my three-year tenure at Orr, I designed the language arts curriculum, provided job-embedded coaching and supported the staff in adopting data driven practices in all subject areas. I continue to mentor students and maintain strong relationships with the administration, teachers, students and parents at Orr Elementary School. Becoming an instructional coach with a expertise in literacy instruction was a direct result of my classroom teaching experiences. As a special education teacher in New York City's Lower East Side, I learned to support students of diverse learning needs in developing literacy lives within and beyond the classroom. I studied best practices in teaching young readers at risk with other NYC public school teachers at Fordham University through the Ennis William Cosby Scholarship Program. I continued my studies with Columbia Teachers College Reading and Writing Project. When I left New York for a teaching position in the District of Columbia, I was armed with years of intense professional learning and application of literacy instruction.

As a classroom teacher, instructional and data coach I have amassed a set of skills and experiences that I hope will be of use in making Ingenuity Prep successful. I am willing to commit my time, talent and resources to ensure Ingenuity Prep accomplishes its goals. In the shadow of our nation's capital, I believe every student deserves to have the quality education you are prepared to provide.

Sincerely,

A black rectangular redaction box covering the signature of Elizabeth Striebel.

Elizabeth Striebel

G. Conflict of Interest Forms

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature	Founding Team Member Title
Ingenuity Prep Public Charter School Applicant Organization	1-29-12 Date Submitted

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|---------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <u>X</u> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <u>X</u> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <u>X</u> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <u>X</u> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <u>X</u> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <u>X</u> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes <u>✓</u> No ___ |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <u>X</u> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <u>X</u> |
| 11. Do you currently serve as a public official? | Yes ___ No <u>X</u> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <u>X</u> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <u>X</u> |

Signature	Title <u>Founding Team Member</u>
Applicant Organization <u>Ingenuity Prep</u>	Date Submitted <u>1/15/12</u>

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.



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

Signature	Title <i>FOUNDING Team Member</i>
Applicant Organization <i>Ingenuity Prep</i>	Date Submitted <i>1/12/12</i>

Conflict of Interest Form
*(This form must be included in the application
 and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

-
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 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No X
 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No X
 7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No X
 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes___ No X
 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes___ No X
 10. Do you currently serve as a member of the board of any public charter school? Yes___ No X
 11. Do you currently serve as a public official? Yes___ No X
 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No X
 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No X

Signature 	Title <i>Managing Director, Teacher Leadership Development</i>
Applicant Organization <i>Ingenuity Prep PCS</i> 	Date Submitted <i>1/25/2012</i>

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do you or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? | Yes ___ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes ___ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <input checked="" type="checkbox"/> |

Signature	Title <i>Executive Director of ASGs</i>
Applicant Organization XXXXXXXXXX <i>Ingenuity Prep PCS</i>	Date Submitted <i>1/17/12</i>

Conflict of Interest Form
*(This form must be included in the application
 and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|--|--|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? | Yes__ No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes__ No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes__ No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes__ No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes__ No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes__ No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes__ No <input checked="" type="checkbox"/> |

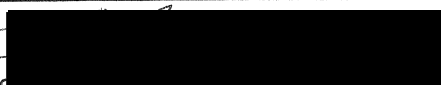
Signature	Title
Applicant Organization Ingenuity Prep PCS	Date Submitted 01/27/2012

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.


1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No X
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No X
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11. Do you currently serve as a public official? Yes ___ No X
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No X
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No X

 Signature	Founding Team Member Title
Ingenuity Prep PCS Applicant Organization	1/29/12 Date Submitted

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature 	Title
Applicant Organization <i>Ingenuity Prep Public Charter School</i>	Date Submitted <i>1.27.12</i>

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature	Title <i>Founding Team Member</i>
Applicant Organization <i>Ingenuity Prep</i>	Date Submitted <i>1/12/12</i>

H. Demographic Analysis Form

Demographic Analysis Form

Name of Proposed School: **Ingenuity Prep Public Charter School**

Proposed Location: **Neighborhood cluster #9 (Southwest), #31 (Deanwood), #36 (Garfield Heights), #38 (Douglas, Shipley Terrace), #39 (Congress Heights)**

Projected Age Range and Number of Students Expected to Enroll:

- a. In 2013-2014 From age/grade: **PS** to age/grade: **Kindergarten** Number of students: **108**
 b. At Full Capacity From age/grade: **PS** to age/grade: **8th Grade** Number of students: **678**

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Neighborhood Cluster	Name	Projected Enrollment/ Capacity 2011-2012 ¹	Actual Enrollment 2011-2012	Type ²	% Low Income	DCCAS Performance (% Proficient) SY 2010-2011	Percentage of Highly Qualified Teachers ³
9	<i>Amidon-Bowen ES</i>		272	<i>DCPS</i>	<i>87% FRL</i>	<i>Reading = 19% Math = 15%</i>	<i>60% of classes taught by HQT</i>
9	<i>Jefferson MS</i>		279	<i>DCPS</i>	<i>79% FRL</i>	<i>Reading = 30% Math = 49%</i>	<i>89% of classes taught by HQT</i>
9	<i>AppleTree Early Learning PCS - Riverside</i>		39	<i>Public Charter School</i>	<i>92% FRL</i>		
31	<i>Houston ES</i>	<i>510</i>	<i>230</i>	<i>DCPS</i>	<i>81% FRL</i>	<i>Reading = 43% Math = 20%</i>	<i>73% of classes taught by HQT</i>
31	<i>Burrville ES</i>	<i>320</i>	<i>349</i>	<i>DCPS</i>	<i>67% FRL</i>	<i>Reading = 45% Math = 48%</i>	<i>73% of classes taught by HQT</i>
31	<i>Ron Brown MS</i>	<i>1.090</i>	<i>196</i>	<i>DCPS</i>	<i>84% FRL</i>	<i>Reading = 23% Math = 43%</i>	<i>53% of classes taught by HQT</i>
31	<i>Aiton ES</i>	<i>480</i>	<i>297</i>	<i>DCPS</i>	<i>95% FRL</i>	<i>Reading = 22% Math = 18%</i>	<i>68% of classes taught by HQT</i>
31	<i>Drew ES</i>	<i>440</i>	<i>191</i>	<i>DCPS</i>	<i>84% FRL</i>	<i>Reading = 25% Math = 13%</i>	<i>60% of classes taught by HQT</i>
31	<i>Kelly Miller MS</i>	<i>600</i>	<i>375</i>	<i>DCPS</i>	<i>86% FRL</i>	<i>Reading = 23% Math = 29%</i>	<i>92% of classes taught by HQT</i>
31	<i>Arts and Technology Academy</i>	<i>615</i>	<i>561</i>	<i>Public Charter School</i>	<i>89% FRL</i>	<i>Reading = 41% Math = 36%</i>	
31	<i>Integrated Electronic and Design Academy</i>	<i>550</i>	<i>389</i>	<i>Public Charter School</i>	<i>80% FRL</i>	<i>Reading = 39% Math = 38%</i>	
36	<i>Stanton ES</i>	<i>550</i>	<i>386</i>	<i>DCPS</i>	<i>85% FRL</i>	<i>Reading = 9% Math = 9%</i>	<i>65% of classes taught by HQT</i>
36	<i>Garfield ES</i>	<i>450</i>	<i>249</i>	<i>DCPS</i>	<i>84% FRL</i>	<i>Reading = 8% Math = 6%</i>	<i>67% of classes taught by HQT</i>
38	<i>Turner ES @ Green</i>	<i>400</i>	<i>309</i>	<i>DCPS</i>	<i>76% FRL</i>	<i>Reading = 38% Math = 43%</i>	<i>73% of classes taught by HQT</i>
38	<i>Johnson, John Hayden MS</i>	<i>1,020</i>	<i>255</i>	<i>DCPS</i>	<i>88% FRL</i>	<i>Reading = 18% Math = 17%</i>	<i>42% of classes taught by HQT</i>
38	<i>Malcolm X ES</i>	<i>570</i>	<i>237</i>	<i>DCPS</i>	<i>87% FRL</i>	<i>Reading = 19% Math = 16%</i>	<i>53% of classes taught by HQT</i>
39	<i>Hart MS</i>	<i>600</i>	<i>401</i>	<i>DCPS</i>	<i>88% FRL</i>	<i>Reading = 29% Math = 31%</i>	<i>58% of classes taught by HQT</i>
39	<i>Hendley ES</i>	<i>560</i>	<i>364</i>	<i>DCPS</i>	<i>89% FRL</i>	<i>Reading = 35% Math = 28%</i>	<i>53% of classes taught by HQT</i>

39	King ES	530	375	DCPS	88% FRL	Reading = 44% Math = 35%	78% of classes taught by HQT
39	Leckie ES	470	342	DCPS	67% FRL	Reading = 37% Math = 39%	61% of classes taught by HQT
39	Ferebee-Hope ES	520	318	DCPS	91% FRL	Reading = 10% Math = 12%	58% of classes taught by HQT
39	Terrell/McGogney ES	370	251	DCPS	89% FRL	Reading = 23% Math = 23%	69% of classes taught of HQT
39	Patterson ES	370	370	DCPS	81% FRL	Reading = 33% Math = 19%	70% of classes taught by HQT
39	Simon ES	550	293	DCPS	86% FRL	Reading = 37% Math = 24%	63% of classes taught by HQT
39	Achievement Prep Academy PCS	180	138	Public Charter School	85% FRL	Reading = 60% Math = 87%	
39	Friendship PCS – Tech Prep	286	241	Public Charter School	81% FRL	Reading = 49% Math = 56%	
39	Friendship PCS – Southeast ES	655	551	Public Charter School	90% FRL	Reading = 30% Math = 46%	
39	Center City PCS – Congress Heights	273	199	Public Charter School	88% FRL	Reading = 32% Math = 21%	
39	Imagine Southeast PCS	510	489	Public Charter School	82% FRL	Reading = 29% Math = 34%	

NOTES:

¹For charter schools, enter projected enrollment; for all other schools, enter capacity.

²Type = DCPS, public charter school, private, parochial, independent, other

³Not applicable to private, parochial, and independent schools

2. Please check the **ONE** statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

I will recruit exclusively in the neighborhood where I plan to locate my charter school.

I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods.

I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)

I will conduct a citywide recruitment effort for my school.

Rationale:

Ingenuity Prep intends to build a school that is reflective of the demographics of the surrounding community. As a school founded on the belief of primarily serving the students in the community that the school is located, a vast majority of marketing efforts will be targeted towards the surrounding community. Ingenuity Prep will utilize outreach and recruitment tools geared towards the local community. However, in the situation that enrollment numbers are below the school's intended targets, recruitment efforts will be expanded to recruit students from the District of Columbia as a whole.

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

Ingenuity Prep will compete with existing schools by offering a high-quality academic program that prepares students to be civic leaders in their local and global communities. Through the implementation of a program focused on high-quality academic instruction coupled with 21st century skills, students of Ingenuity Prep will be prepared for the colleges and careers of the future while exhibiting the values needed to be a leader. Furthermore, through its use of blended learning to maximize student learning time and small-group instruction, the school offers a unique program in which all students are receiving instruction on their level that is targeted toward the skills and knowledge they most need to learn. Ingenuity Prep firmly believes the best way to recruit students is to implement a high-quality academic program. In the school's first year, before academic quality can be firmly documented, the school will engage in a robust recruitment campaign involving engaging all of the resources available in the local community, including newspaper advertisement and direct engagement at popular community centers and retail locations.

To recruit highly qualified and highly effective teachers, Ingenuity Prep's leadership will utilize the networks built over their years as educators in the District of Columbia and their affiliations with Teach for America and New Leaders for New Schools. As instructional leaders at a current DC charter school, Ingenuity Prep's leadership has extensive experience recruiting, interviewing, and retaining high quality staff. Additionally, Ingenuity Prep will be implementing a implementing a teacher leadership structure that will seek to cultivate the leadership capabilities of our staff, while keeping them in the classroom where they are so effective.

To ensure the school secures an adequate facility, Ingenuity Prep has tapped the expertise of Founding Team members Althea Holford and Shawn Samuel, both with long-term experience in the DC school facility and real estate market. Additionally, the school has sought the build a relationship with Tom Porter of Building Hope. Ingenuity Prep will explore Building Hope's Incubator Initiative, which supports startup schools in finding a facility while keeping expenses at a reasonable rate, allowing for the school to build resources to eventually purchase a facility.

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

In the case that the school had to locate in an area other than the intended location, the school would recruit students from both the area where the school is located in the short-term and those located in the area where the school intends to be in the long-term. The reason for such a recruitment strategy is that this strategy would allow the school to address the short-term and the long-term interests of the school and the families in both of those communities. By building a relationship with the families in the school's long-term location early, when the school does re-locate, recruitment of students from the local community will already have made some headway. Additionally, recruiting students in the community surrounding the short-term location will ensure the school has a community feel. Additionally, students who have already established a relationship with the school may be willing to move to a new community after the school has demonstrated the high quality of its academic program.

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

Ingenuity Prep is currently investigating multiple school locations. In each of those locations, there are few, if any charter schools located in surrounding area. However, in Southwest, there is currently two AppleTree Early Learning Centers. Ingenuity Prep believes the impact on AppleTree Early Learning will be minimal as discussions with leadership at AppleTree has indicated that their sites currently have a large waitlist for both the PS and PK levels. Further, AppleTree only provides academic programs for the PS and PK grades and therefore wouldn't be competing with the school in any other grades.

Ingenuity Prep will be successful by implementing a high-quality academic program built on best practices across successful local and national charter schools. The high-quality program will be a primary driver of student recruitment as the school is intending to locate in a neighborhood that has a lack of high-quality options and a large population of students from low-socioeconomic backgrounds.

I. Required Documents

- Board of Trustees Job Description
- Individual Director Performance Expectation
- Articles of Incorporation
- By-laws
- Code of Ethics

Ingenuity Prep Public Charter School - Board of Trustees Job Description

General Responsibilities

The Board of Trustees will be responsible for ensuring that the academic program of Ingenuity Prep Public Charter School accomplishes its long term goals and that the school's operations are in accordance with the terms of its charter and that the school is sustainable.

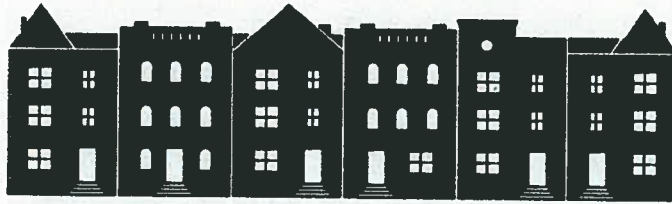
Specific Responsibilities

- Develop, understand, and support the mission and vision of Ingenuity Prep Public Charter School.
- Periodically review the mission of the school, to monitor the school's progress in its short and long term strategic planning, setting priorities; both financially and operationally for the school, and as a basis for decision making.
- Establish policies and procedures that maintain compliance with federal, state and local laws as well as supporting the schools mission.
- Maintain the job description and performance for the Head of School.
- Recruit, hire, retain, evaluate, discipline (and terminate, if necessary) the Head of School.
- Strengthens schools' long and short-term strategic goals by providing fundraising support, either directly through personal contributions or indirectly through facilitating access to contacts and sharing of resources.
- Recruit board members based on needed expertise, philosophical "fit" with school's mission, as well as understanding and support of the strategic plan.
- Selection and oversight, through the Audit and Finance Committee, of the annual audit of the schools financial records.
- Participate in the development and monitoring of the schools strategic plan in the areas of student outcomes, fiscal compliance and sustainability, and facility acquisition/financing.
- Communicate with Parent Council to monitor satisfaction of program's compliance with mission.
- Support the school's recruitment and retention efforts in order to ensure demand for the school
- Review and make necessary changes to all organizational governance documents on a regular basis.

Ingenuity Prep Public Charter School – Individual Director Performance Expectations

All individuals who are members of the Ingenuity Prep Board of Trustees shall:

- Attend all board meetings; if unable, notification should be provided to the Chair of the Board.
- Participate on Board committees, including committee leadership and level of committee involvement.
- Provide wisdom and guidance through interaction at board meetings, including providing alternative perspectives, and acts in concert and supports the unanimous decisions of the board.
- Develop and accomplish individual fundraising goals.
- Attend Board of Trustees training events.
- Maintain a favorable relationship with parents, students, volunteers, auditors and external stakeholders/regulators.
- Avoid or disclose any and all conflicts of interest.
- Be capable of effectively communicating mission and vision of school, creating enhanced reputation.
- Maintain high level of ethical standing.
- Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
- Maintain knowledge of charter school environment in Washington and understand the market and climate of issues affecting charter schools.
- Monitor operational and organizational performance against goals, budgets or key indicators.
- Ensure that capital and operating budgets are established annually and in a timely fashion.
- Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit or review each year.
- Maintain a working knowledge of all organizational governance documents.



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation
Form DNP-1, Version 3, January 2012.

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

1. Corporation Name.

InGenuity Prep

2. The corporation will have members.

Yes

No

3. Registered Agent's name and address in the District Columbia.

Aaron Cony - 1027 Park Road, NW, Washington DC 20010

4. The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

5. Miscellaneous Provisions. (may attach the statement)

See Attached

JAN 13 2012

FILE COPY

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

6. Incorporators Name & Address.

Will Stotzer

6A. Incorporators Signature and Date.

1/13/12

7. Incorporators Name & Address.

Althea Holtford

7A. Incorporators Signature and Date.

1/13/12

Mail all forms and required payment to:

Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Corporate Online Services Information:

Many corporate filings are available by using CorpOnline Service. Go to CorpOnline site at <https://corp.dcr.dcgov>, create the profile, access the online services main page and proceed. Online filers must pay by using the credit card.

Please check dcr.dcgov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

District of Columbia Government
Corporations Division
Articles of Incorporation of Domestic Nonprofit Corporation
Form DNP-1, Version 3, January 2012.

One or more persons acting as the incorporator or Incorporators under the provisions of the Title 29 of D.C. (Business Organizations Act) adopt the following Articles of Incorporation:

1. Corporation Name.
Ingenuity Prep

2. The corporation will have members.
No

3. Registered Agent's name and address in the District Columbia.
Aaron Cuny- 1027 Park Road NW, Washington DC 20010

4. The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

5. Miscellaneous Provisions. (may attach the statement)

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

This corporation is a nonprofit corporation under the laws of the District of Columbia, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributed to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law.

District of Columbia Government
 Department of Consumer and Regulatory Affairs
 Corporation Division
 1100 4th Street, SW
 Washington, DC 20024

OFFICE OF FINANCE AND TREASURY
 Date: 1/13/2012 4:24 PM
 Office: DCRA Term: OFT-4HPOLB
 Batch: 14280 Batch Date: 1/13/2012
 Cashier: OFT35
 Trans #: 114
 DCRA Rcnt: 00950764
 Comment/Document: Ingenuity Prep
 Payment Total: \$180.00
 Payment Distribution:
 2152 CRD (3235) 10exp-ans80 \$100.00
 2116 CRD (3222) 10001-ans80 \$80.00
 CK Tendered: \$180.00

Billing Voucher

Charge To: INGENUITY PREP
 United States

Office Use Only

	QTY:	Fund:	3222
Charge For: 1 Day Exp. Svc (2152-3235-3235-6040)	1	\$ 100.00	
Non-Profit Incorporation	1	\$ 80.00	
		\$	
		\$	
Date: 01/13/2012		180.00	Total

Government of the District of Columbia - Office of the Chief Financial Officer

Returned Check Fee - \$65.00 - DCMR § 1-108

All checks returned are subject to electronic representment along with a \$65.00 fee.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

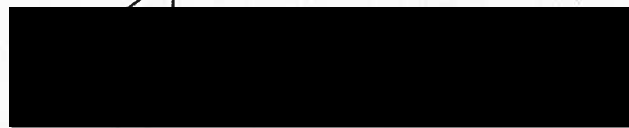
THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

INGENUITY PREP

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of **01/13/2012 16:22:36**



Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: 25PHFH3J2W

Ingenuity Prep Public Charter School

Code of Business Conduct and Ethics

The Founding Group of Ingenuity Prep Public Charter School has developed and adopted the following Code of Business Conduct and Ethics (the “Code”)¹. The Code is intended to provide a guide for the ethical conduct of all Ingenuity Prep Board members, officers, and employees to help them identify and address ethical issues and providing a process for the reporting of unethical behavior. Above all, the Code provides a framework for the development of a culture of high standards for professional ethics and conduct. As no Code or set of policies could fully anticipate or address all possible situations, the spirit of the honest and accountability expressed by the Code and by law should guide individuals in their decision making. Inherent in the Code is belief that individuals should exercise good judgment—doing what is right even when no one is looking. Board members and officers of the organization have an added role of responsibility under the Code. As representatives of the organization, Board members and officers should be models for ethical conduct and decision making. As those with influence over the actions of others within the organization, managers and supervisors must act to provide guidance to employees when questions arise concerning the Code. Furthermore, managers and supervisors must work to develop an environment in which employees are freely permitted to express any and all concerns related to failure to adhere to or act in the spirit of the Code.

Principles of Ethical Conduct

1. Conflicts of Interest

All Board members, officers, and employees must avoid all conflicts of interest between the individual and Ingenuity Prep Public Charter School. A conflict of interest is defined as any situation in which the personal or professional interests of an individual are potentially at odds with the interest of Ingenuity Prep Public Charter School. In the event that conflict of interest, or the appearance of a conflict, arises, individuals are required to report the potential conflict to the Head of School, if the individual is an employee, or the Board Chairperson, if the individual is a Board member.

2. Confidential Information

All Board members, officers, and employees are required to ensure the confidentiality of all information provided to them or obtained by them. The confidentiality of all information must be maintained except when disclosure of such information is authorized by the Board Chairperson, the Head of School, or is required by law. Confidential information is defined as any nonpublic information pertaining to the business of Ingenuity Prep Public Charter School.

¹ Upon establishment of the final Board of Trustees, expected in January 2013, the Code will be reviewed, revised, and formally adopted.

3. Compliance With Laws, Rules, and Regulations

All Board members, officers, and employees shall comply with all local, state, and federal laws, rules, and regulations. In all cases, federal, state and local laws take precedence over the any and all principles laid out in the Code.

4. Fair Dealing

All Board Members, officers, and employees shall act in the spirit of honesty and fair dealing in interactions with Ingenuity Prep’s customers, suppliers, competitors, and employees. Individuals should not seek to take advantage of others through the use of deceit, manipulation, abuse of privileged information, misrepresentation of material facts, or any other unfair practices.

5. Reporting of Illegal or Unethical Behavior

All Board members, officers, and employees should work to promote a culture of ethical conduct and decision making. Employees are encouraged to seek the counsel of the appropriate supervisor when unsure about the appropriate course of action in any situation that arises. Further, all Board members, officers, and employees are required to report violations of laws, rules, regulations or the Code to a supervisor and/or the necessary authorities. All individuals should act in accordance with the spirit of the Code in ensuring that reporting of violations meets ethical obligations of individuals, not only legal obligations. In all matters of reporting of illegal or unethical behavior made in good faith, Ingenuity Prep will not tolerate any acts of retaliation.

6. Compliance and Non-Compliance with the Code

All Board members, officers, and employees should report any violations of the Code in a full, fair, accurate, and timely manner to the Head of School or the Board Chairperson. All reported violations of the Code are to be investigated by the Board of Directors or a designee of the Board of Directors, in accordance with structures laid out in the organizations by-laws.

BYLAWS OF: INGENUITY PREP

ARTICLE I

INTRODUCTION; LEGAL STATUS

Section 1.1 Name and Location

The name of the corporation is Ingenuity Prep and it shall be located in the District of Columbia.

ARTICLE II

OFFICES

Section 2.1 Offices

Ingenuity Prep shall have and continuously maintain in the District of Columbia a registered office and a registered agent whose office is said registered office. The registered office may, but need not be identical with the principal office of Ingenuity Prep. The address of the registered office may be changed from time to time by the Board of Trustees in accordance with applicable law.

Section 2.2 Change of Address

The Board of Trustees may change the principal office from one location to another within the District of Columbia by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these bylaws.

ARTICLE III

NONPROFIT PURPOSES

Section 3.1 IRC Section 501(c)(3) Purposes

Ingenuity Prep is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended, including but without limitation, to operate, advise and support a public charter school in the District of Columbia and to exercise all rights and powers conferred by the laws of the District of Columbia upon nonprofit corporations. .

Section 3.2 Specific Objectives and Purposes

The specific objectives and purpose of Ingenuity Prep is to establish and maintain a public charter school in the District of Columbia pursuant to section §38-1802.14, organized under Chapter 4 of Title 29 of the DC Code.

BYLAWS OF: INGENUITY PREP

Section 3.3 Mission Statement:

Ingenuity Prep will challenge Washington DC area youth to be critical-thinking, compassionate, and collaborative civic leaders who act with integrity and strive to positively impact their local and global communities through a rigorous college preparatory curriculum, including a major focus on the development of 21st century skills and knowledge.

Section 3.4 Non Discrimination

Ingenuity Prep shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the school. Further, Ingenuity Prep shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity, sexual orientation or disability. Ingenuity Prep shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the public charter schools in the District of Columbia.

ARTICLE IV TRUSTEES

Section 4.1 Non-Member Corporation

The corporation established as Ingenuity Prep shall have no members. The Board of Trustees (the "Board") shall have all powers and duties for the conduct of the activities of Ingenuity Prep.

Section 4.2 Powers

The Board shall have all powers and duties for the conduct of the activities of Ingenuity Prep; including the management of all business, affairs, and property of Ingenuity Prep, and to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of Ingenuity Prep. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers: the Board shall be fiduciaries of Ingenuity Prep and shall set overall policy for the school. The Board may make final decisions on matters related to the operation of the school, consistent with the charter granted to the school, and other applicable law.

Section 4.3 Number

The initial Board shall consist of at least (9) and no more than fifteen (15) Trustees and maintain an odd number of Trustees for voting purposes. Thereafter the number of

BYLAWS OF: INGENUITY PREP

Trustees may be increased or decreased from time to time by resolution of the Board, provided that no decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee and provided further that the number of Trustees shall never be less than nine (9). Such Board shall consist of:

- (1) A majority of residents of the District of Columbia; and
- (2) At least one (1) parent of a student attending Ingenuity Prep.

Section 4.4 Qualifications

Trustees shall be of the age of majority in the District of Columbia. Trustees shall be sought who meet quality, qualifications and diversity standards set by the Board delineated in the Qualifications of the Board. Such individuals will be eligible for nomination to the Board. All Board members shall be devoted to the purpose and mission of Ingenuity Prep and shall represent the interests of the community.

Section 4.5 Election

The initial Trustees shall be named within the application for the charter school. Thereafter, the members of a Board of Trustees of Ingenuity Prep shall be elected pursuant to the charter granted to Ingenuity Prep. A nominating committee, known as the Governance Committee, shall present to the Board a list of potential Trustees and Officers for election by the Board. The list of the Officers shall be presented at the annual meeting of the Board.

Section 4.6 Term of Office

The initial Trustees shall serve staggered terms such that the initial six (6) Trustees shall serve for three (3) years, the next four (4) Trustees shall serve for two (2) years, and any additional Trustees shall serve one (1) year terms. For the initial Trustees named within the charter, their term of office shall be for three (3) years from the date of their appointments, or until their successors are seated. A full-three year term shall be considered to have been served upon passage of three (3) annual meeting. After election, the term of a Trustee may not be reduced, except as specified in these bylaws. No Trustee shall serve more than two (2) consecutive three-year terms.

Section 4.7 Rights and Responsibilities

Subject to the provisions of the laws of the District of Columbia and any limitations in the Articles of Incorporation and these bylaws relating to action required or permitted to be taken or approved by the Trustees of Ingenuity Prep, the activities and affairs of Ingenuity Prep shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. All Trustees shall have identical rights and responsibilities. All

BYLAWS OF: INGENUITY PREP

Trustees shall serve Ingenuity Prep with the highest degrees of moral character, duty, loyalty and care and shall undertake no enterprise to profit personally from their position with Ingenuity Prep. All participants in Board work are bound by Ingenuity Prep's Code of Conduct, Conflict of Interest, Nondiscrimination policy and Confidentiality policy statement. Notwithstanding the forgoing, it shall be the duty of the Trustees to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these bylaws;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of Ingenuity Prep;
- c. Supervise all Officers, agents, and employees of the corporation to assure that their duties are performed properly; and
- d. Meet at such times and places as required by these bylaws.

Section 4.8 Compensation

Trustees or members of the Board shall serve without compensation; they shall not receive any salary, or honorarium for their services. Notwithstanding the forgoing, the Chair may occasionally propose to reimburse Trustees for selected reasonable expenses incurred by them in carrying out their duties as Trustees. Any such reimbursement must be voted on by the Board and approved in advance in accordance with Ingenuity Prep's conflict of interest policy.

Section 4.9 Removal

Any or all of the Trustees may be removed with or without cause by a majority vote of the Trustees then in office at any Regular or Special Meeting of the Board, provided that the agenda for the Board meeting includes the removal of Trustee(s) and such removal is in accordance with the law of the District of Columbia and the Nondiscrimination policy of Ingenuity Prep.

Section 4.10 Resignation

Any Trustee may resign effective upon giving written notice to the Chair, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Trustee may resign if the Board would then be left without a duly elected Trustee in charge of its affairs.

Section 4.11 Vacancies

Vacancies on the Board shall exist (1) on the death, resignation, or removal of any Trustee, and (2) whenever the number of authorized Trustees is increased. Any newly created trusteeships any vacancies of the Board by a majority of the Trustees at any meeting in

BYLAWS OF: INGENUITY PREP

which a quorum is present. However, if the number of Trustees then in office is less than a quorum, the vacancies shall be filled by the approval of a majority of the Trustees then in office or by a sole remaining Trustee. A Trustee so elected shall serve until the next annual meeting and until his/her successor is elected and qualified.

Section 4.12 Regular Meetings

Regular meetings of Trustees shall be held in the last quarter of the fiscal year at a date, time and place fixed by the Board, for the election of Officers and Trustees and for the transaction of such business as may properly come before the meeting. There shall be at least ten (10) other regular meetings of the Board held each year. Regular meetings of the Trustees may be held at such time and place as shall from time to time be determined by the Board. A majority of the Trustees present, whether or not a quorum exists, may adjourn a Regular meeting to another time and place.

Section 4.13 Special Meetings

Special meetings of the Board may be called by the Chair, the Vice Chair of the Board, or by any two Trustees, or, if different, by the persons specifically authorized under the laws of the District of Columbia to call special meetings of the Board. A majority of the Trustees present, whether or not a quorum exists, may adjourn a Special meeting to another time and place.

Section 4.14 Rules of Order

Except where there may be in conflict with the Bylaws of Ingenuity Prep, the rules of order in the current edition of the Robert's Rules of Order shall govern the conduct of all meetings of Ingenuity Prep.

Section 4.15 Notice of Meetings

Unless otherwise provided by the Articles of Incorporation, these bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of Trustees:

- a. Regular Meetings.** No notice need be given of any regular meeting of the Board.
- b. Special Meetings.** At least twenty-four (24) hours notice shall be given to each Trustee before a special meeting is held. Such notice may be, by first class mail, by telephone or by facsimile machine, electronic mail or private carrier.
- c. Waiver of Notice.** Whenever any notice of a meeting is required to be given to any Trustee under provisions of the Articles of Incorporation, these bylaws, or the law of the District of Columbia, a waiver of notice in writing signed by the Chair, whether before or after the time of the meeting, shall be equivalent to the giving of such notice. A Trustee's attendance at or participation in a meeting also waives any

BYLAWS OF: INGENUITY PREP

required notice to him/her of the meeting unless the Trustee, promptly upon his/her arrival objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 4.16 Quorum for Meetings

A quorum shall consist of a majority of the Trustees of the entire Board.

Except as otherwise provided under the Articles of Incorporation, these bylaws, or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

Section 4.17 Majority Action as Board Action

Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.

Section 4.18 Nonliability of Trustees

The Trustees shall not be personally liable for the debts, liabilities, or other obligations of Ingenuity Prep.

Section 4.19 Indemnification by Ingenuity Prep of Trustees and Officers

Ingenuity Prep may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney fees, any person made, or threatened to be made, a party to action or proceeding by reason of the fact that he/she, is her/his testator or intestate was a Trustee, Officer, employee or agent of Ingenuity Prep.

There shall be no indemnification in relation to matters as to which the Board finds the Trustee, Officer, employee or agent acted in bad faith or engaged in willful misconduct in the performance of a duty to Ingenuity Prep.

ARTICLE V.

OFFICERS

Section 5.1 Designation of Officers

The Officers of Ingenuity Prep shall be a Chair a Vice Chair, a Secretary, a Treasurer and any such other Officers as the Board may from time to time appoint; including but not limited to: Assistant Secretaries and Assistant Treasurers. Any two offices may be held by the

BYLAWS OF: INGENUITY PREP

same person, except the offices of Chair and Secretary, provided that no individual may act in more than one capacity where action of two or more Officers is required.

Section 5.2 Election and Term of Office

The Governance Committee shall present a list of potential Officers to the Board of Trustees. All Officers shall be elected by the Board of Trustees, at their annual meeting, and each officer shall hold office until he/she resigns or is removed or is otherwise disqualified to serve, or until his/her successor shall be elected and qualified, whichever occurs first.

Section 5.3 Removal and Resignation

Any Officer may be removed, either with or without cause, by a majority vote of the Board at any time. Any Officer may resign at any time by giving written notice to the Chair or the Board. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.4 Vacancies

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by majority vote of the Board. Such vacancies shall be filled for the unexpired term of the vacant Officer. Vacancies occurring in offices of Officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

Section 5.5 Duties of Chair

The Chair shall supervise and control the affairs of Ingenuity Prep and the activities of the officers. He/she shall perform all duties incident to his/her office and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, or which may be prescribed from time to time by the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these bylaws, he/she shall have the power to sign alone in the name of Ingenuity Prep all contracts authorized either generally or specifically by the Board and to execute and deliver other documents, including but not limited to deeds, mortgages, bonds, contracts, and checks. The Chair shall also have such other powers and perform such other duties as the Board may from time to time prescribe. In the event the Chair becomes vacant, the Vice Chair shall become the Chair for the unexpired portion of the term. In the event that the office of the Vice Chair, Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

BYLAWS OF: INGENUITY PREP

Section 5.6 Duties of Vice Chair

In the absence of the Chair, or in the event of his/her inability to act, the Vice Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these bylaws, or as may be prescribed by the Board.

Section 5.7 Duties of Secretary

The Secretary shall:

Certify and keep the original, and a copy, of these bylaws as amended or otherwise altered to date.

Keep a book of minutes of all meetings of the Trustees, and, if applicable, meetings of committees of Trustees, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

Ensure that the minutes of meetings of Ingenuity Prep, any written consents approving action taken without a meeting, and any supporting documents pertaining to meetings, minutes, and consents shall be contemporaneously recorded in the corporate records of Ingenuity Prep. "Contemporaneously" in this context means that the minutes, consents, and supporting documents shall be recorded in the records of this corporation by the later of (1) the next meeting of the Board, committee, or other body for which the minutes, consents, or supporting documents are being recorded, or (2) sixty (60) days after the date of the meeting or written consent.

Maintain all records (other than financial) of Ingenuity Prep such as the bylaws and charter. Authenticate the records (other than financial) of Ingenuity Prep.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Be custodian of the records and of the seal of Ingenuity Prep and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of Ingenuity Prep.

Exhibit at all reasonable times to any Trustee, or to his/her agent or attorney, on request therefor, the bylaws and the minutes of the proceedings of the Board or committees of Ingenuity Prep.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, or which may be assigned to him/her from time to time by the Board.

BYLAWS OF: INGENUITY PREP

Section 5.8 Duties of Treasurer

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of Ingenuity Prep, and deposit all such funds in the name of Ingenuity Prep in such banks, trust companies, or other depositories as shall be selected by the Board.

Receive, and give receipt for, monies due and payable to Ingenuity from any source whatsoever.

Disburse, or cause to be disbursed, the funds of Ingenuity Prep as may be directed by the Board, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of Ingenuity Prep's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Exhibit at all reasonable times the books of account and financial records to any Trustee of Ingenuity Prep, or to his or her agent or attorney, on request therefor.

Render to the Trustees, whenever requested, an account of any or all of his/her transactions as Treasurer and of the financial condition of Ingenuity Prep.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports. The Treasurer shall submit a report of accounts and financial condition of Ingenuity Prep at each annual meeting.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of Ingenuity Prep, or by these bylaws, or which may be assigned to him or her from time to time by the Board. The Treasurer shall give such other duties as the Board may require.

ARTICLE VI.

COMMITTEES

Section 6.1 Overview

The Board may, by a majority vote or by adopted resolution, designate from among its members standing committees, each consisting of one (1) or more Trustees. The Board may designate one or more Trustees as alternate members of any committee. The Chair shall appoint the chairperson of each committee, except of the Governance Committee which shall select its own chairperson. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the Secretary. Such committees shall have all powers and authority delegated by the Board, except no committee shall have the power to: (i) authorize distributions, (ii) approve or recommend to the Board dissolution, merger, or sale or transfer of all or substantially all of Ingenuity Prep's assets, (iii) elect, appoint, or remove Trustees or fill vacancies on the Board or any of its committees; or (iv) adopt, amend, or repeal Ingenuity Prep's Articles of Incorporation or Bylaws. Each committee and each member of each committee shall serve at the pleasure of the Board.

BYLAWS OF: INGENUITY PREP

By a majority vote of its members, the Board may at any time revoke or modify any or all of the authority so delegated to any committee.

Section 6.2 Governance Committee

There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of three (3) persons recommended by the Chair and elected by the Board at its annual meeting. The duties of the Governance committee shall be (i) to study the qualifications of candidates and present a list of the best qualified as nominees for the vacant Trustee positions on the Board, (ii) to present a list of nominees for Officers to the Board for election at the annual meeting, (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process, (iv) to provide ongoing orientation to Trustees, (v) to ensure Board policies are being observed, (vi) to oversee a Trustee assessment process to ensure optimum performance, and (g) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 6.3 Meetings and Action of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the Board, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of Trustees and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

ARTICLE VII.

STAFF

Section 7.1 Staff

The Board shall have the discretion to hire a Chief Staff Administrator, who shall be responsible for carrying out the work of Ingenuity Prep in accordance with the policies established from time to time by the Board.

BYLAWS OF: INGENUITY PREP

ARTICLE VIII.

NONDISCRIMINATION

Section 8.1 Nondiscrimination

Ingenuity Prep admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, ethnic origin, religious affiliation, sexual orientation, or gender in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE IX.

EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 9.1 Execution of Instruments

The Board, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of Ingenuity Prep to enter into any contract or execute and deliver any instrument in the name of and on behalf of Ingenuity Prep, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind Ingenuity Prep by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 9.2 Checks and Notes

The Board is authorized to select such depositories as it shall deem proper for the funds of Ingenuity Prep. Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness in the amount up to and including \$5,000 of Ingenuity Prep shall be signed by the Treasurer and countersigned by the Chair.

Section 9.3 Deposits

All funds of Ingenuity Prep shall be deposited from time to time to the credit of Ingenuity Prep in such banks, trust companies, or other depositories as the Board may select.

Section 9.4 Gifts

The Treasurer and countersigned by the Chair may accept on behalf of Ingenuity Prep any donation, contribution, gift, bequest, or devise for the nonprofit purposes of Ingenuity Prep.

BYLAWS OF: INGENUITY PREP

ARTICLE X

CORPORATE RECORDS, REPORTS, AND SEAL

Section 10.1 Maintenance of Corporate Records

Ingenuity Prep shall keep at its principal office:

- a. Minutes of all meetings of Trustees, committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- c. A copy of Ingenuity Prep's Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of Ingenuity Prep at all reasonable times during office hours.

Section 10.2 Trustees' Inspection Rights

Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of Ingenuity Prep, and shall have such other rights to inspect the books, records, and properties of Ingenuity Prep as may be required under the Articles of Incorporation, other provisions of these bylaws, and provisions of law.

ARTICLE XI

IRC 501(C)(3) TAX EXEMPTION PROVISIONS

Section 11.1 Limitations on Activities

No substantial part of the activities of Ingenuity Prep shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these bylaws, Ingenuity Prep shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

BYLAWS OF: INGENUITY PREP

Section 11.2 Prohibition Against Private Inurement

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its Trustees, Officers, or other private persons, except that Ingenuity Prep shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of Ingenuity Prep.

Section 11.3 Distribution of Assets

Upon the dissolution of Ingenuity Prep, its assets remaining after payment, or provision for payment, of all debts and liabilities of Ingenuity Prep, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Section 11.4 Private Foundation Requirements and Restrictions

In any taxable year in which Ingenuity Prep is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE XII

CONFLICT OF INTEREST AND COMPENSATION APPROVAL POLICIES

Section 12.1 Purpose of Conflict of Interest Policy

The purpose of this conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Trustee of Ingenuity Prep or any "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible "excess benefit transaction" as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

BYLAWS OF: INGENUITY PREP

Section 12.2 Definitions

- a. **Interested Person.** Any Trustee, Officer, member of a committee with the Board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.
- b. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 1. An ownership or investment interest in any entity with which Ingenuity Prep has a transaction or arrangement;
 2. A compensation arrangement with Ingenuity Prep or with any entity or individual with which Ingenuity Prep has a transaction or arrangement; or
 3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Ingenuity Prep is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 9.3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 12.3 Conflict of Interest Avoidance Procedures

- a. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Trustees and members of committees with Board delegated powers considering the proposed transaction or arrangement.
- b. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
- c. **Procedures for Addressing the Conflict of Interest.** An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The Chair or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

BYLAWS OF: INGENUITY PREP

After exercising due diligence, the Board shall determine whether Ingenuity Prep can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in Ingenuity Prep's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

- d. Violations of the Conflicts of Interest Policy.** If the Board has reasonable cause to believe a Trustee, Officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform the Trustee of the basis for such belief and afford the Trustee an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the Trustee, Officer or committee member and after making further investigation as warranted by the circumstances, the Board determines the Trustee, Officer or committee member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 12.4 Records of Board and Board Committee Proceedings

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 12.5 Annual Statements

Each Trustee, Officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. has received a copy of the conflicts of interest policy;
- b. has read and understands the policy;
- c. has agreed to comply with the policy; and

BYLAWS OF: INGENUITY PREP

- d. understands Ingenuity Prep is charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 12.6 Periodic Reviews

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

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

Section 12.7 Use of Outside Experts

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

ARTICLE XIII

AMENDMENT OF BYLAWS

Section 13.1 Amendment

Ingenuity Prep shall adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted by approval of the Board. These bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. These bylaws may be amended at any meeting of the Board by a majority vote of the Board.

BYLAWS OF: INGENUITY PREP

ARTICLE XIV

CONSTRUCTION AND TERMS

Section 14.1 Construction and Definitions

If there is any conflict between the provisions of these bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, certificate of incorporation, organizational charter, corporate charter, or other founding document of Ingenuity Prep filed in the District of Columbia Department of Consumer and Regulatory Affairs and used to establish the legal existence of Ingenuity Prep.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

J. Curriculum Sample

- Curriculum Development Timeline
- Curriculum Reference Guide

J. Curriculum Sample

Curriculum Development Timeline

The founding team has established the following timeline, which will—through the founding year—guide the development of the school’s curriculum.

Timeline	Action
June 2012	<ul style="list-style-type: none">• Identify curriculum design teams for each content area
July 2012	<ul style="list-style-type: none">• Review and confirm standards frameworks to be used in guiding development of curriculum for each content area
Aug-Sept 2012	<ul style="list-style-type: none">• Review and identify systems of summative and, where possible, formative assessments for each content area
Oct-Nov 2012	<ul style="list-style-type: none">• Review and evaluate potential commercial/shared curricular resources• Determine commercial/shared resources to be used in curriculum development
Dec 2012	<ul style="list-style-type: none">• Identify achievement targets for each content’s respective summative assessments• Have achievement targets reviewed by current school leaders and external experts• Order, gather curricular resources
Jan-Feb 2013	<ul style="list-style-type: none">• Develop year-long scope and sequence maps for each content area• Have scope and sequence maps review by current school leaders and external experts• Finalize schoolwide instructional strategies
March-April 2013	<ul style="list-style-type: none">• Write first term unit plan overviews• Finalize content-specific instructional strategies• Write Summer Training Institute curriculum objectives
May-June 2013	<ul style="list-style-type: none">• Write/refine daily lesson plans for first term
July 2013	<ul style="list-style-type: none">• At Summer Training Institute, review and practice implementation of first term lessons• Practice schoolwide and content-specific instructional strategies
Aug 2013-April 2014	<ul style="list-style-type: none">• One month prior to the start of each term, write/refine daily lesson plans for the upcoming term

Curriculum Reference Guide

The following table outlines 1) where curriculum materials/references can be located within the application or 2) the timeline for development of these materials, as outlined above in the Curriculum Development Timeline (CDT).

Document(s)	PS-PK	K-5	6-8
Description of standards	See Section A.2.a	See Section A.2.a	See Section A.2.a
Scope and sequence outline of objectives for each course	See CDT	See CDT	See CDT
Summative assessments for each course	-See Section A.2.d for initial identification -Final determination to be made per CDT	-See Section A.2.d for initial identification -Final determination to be made per CDT	-See Section A.2.d for initial identification -Final determination to be made per CDT
Formative assessments for each course	-See Section A.2.d for initial identification -Final determination to be made per CDT	-See Section A.2.d for initial identification -Final determination to be made per CDT	-See Section A.2.d for initial identification -Final determination to be made per CDT
Curricular resources for each course	-See Section A.2.b for initial identification -Final determination to be made per CDT	-See Section A.2.b for initial identification -Final determination to be made per CDT	-See Section A.2.b for initial identification -Final determination to be made per CDT
Unit plans for each course	See CDT	See CDT	See CDT
Daily lesson plans for each course	See CDT	See CDT	See CDT
Schoolwide instructional strategies	-See Section A.2.c for initial identification -Final determination to be made per CDT	-See Section A.2.c for initial identification -Final determination to be made per CDT	-See Section A.2.c for initial identification -Final determination to be made per CDT
Content-specific instructional strategies	See CDT	See CDT	See CDT

K. Appendix: Letters of Support



Georgia Avenue Campus
3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446 (Grades 3-8)

Kansas Avenue Campus
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5828 (Grades PS-2)
(202) 706-5838 (Grades 9-12)

info@elhaynes.org
www.elhaynes.org

January 24, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

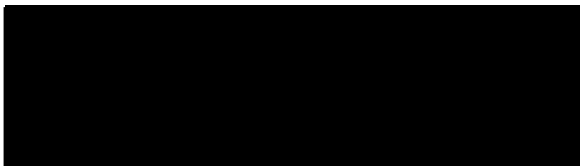
I am writing to express my support for Ingenuity Prep Public Charter School's application to the Public Charter School Board. My experience in working with the school's co-founders and my assessment of the school's educational program and model lead me to believe the school can provide for the students and families of the District a high-quality educational option.

Over the past several years, I have worked with co-Founders Aaron Cuny and Will Stoetzer and have found them to be committed to children, determined to build an excellent organization, and invested in improving DC education city-wide. This fall, I supported the co-founders in thinking about the founding process, board governance, and several components of the school's operations. With a strong founding team with expertise in finance, accounting, real estate, construction project management, law, and curriculum and instructional leadership, the school has custodians well-prepared to effectively lead the founding process and beyond.

As a school committed to ensuring student mastery of traditional core content *and* a broader set of 21st century skills, we at E.L. Haynes welcome Ingenuity Prep's shared commitment to these areas. Furthermore, I am confident that through offering an extended-year and extended-day schedule; a small-group, rotational blended learning instructional model; and content-specialized teams of teachers that loop with cohorts of students across grade-level bands, Ingenuity Prep is well-positioned to meet the individual learning needs of a diverse student population.

Going forward, we at Haynes intend to support Ingenuity Prep across the educational, business, and operational aspects of their development. Additionally, we look forward to collaborating with the organization around best practice for cultivating in our students 21st century civic leadership. Thus, I offer my support for Ingenuity Prep's application and am to speak with you further about if you would like.

Sincerely,



Jennifer C. Niles
Founder and Head of School

WHAT EVERY PUBLIC SCHOOL
COULD AND SHOULD BE



January 26, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing this letter in support of the charter application for Ingenuity Prep PCS. I have had the privilege of working with Aaron Cuny and several other members of the leadership team over the past three years, first in my capacity as principal and Chief Academic Officer at E.L. Haynes PCS and more recently as the founder of LearnZillion, which works with DC Bilingual Public Charter School as part of the NewSchools Venture Fund pilot program.

There are multiple reasons why I believe Ingenuity Prep PCS would make a tremendous addition to the portfolio of charter schools in Washington D.C.

First and foremost, I believe in this team. I met Aaron Cuny through the New Leaders for New Schools program when he became the *Resident Principal* at DC Bilingual PCS. He tracked me down within his first month to discuss my work with the Achievement Network and data driven instruction. Achievement Network had just come to town and Aaron wanted to know how to get DC Bilingual signed up. He was tenacious about becoming a pilot school. I connected him with John Maycock and within a month, DC Bilingual was in. Aaron proceeded to train his staff on data driven instruction and within a year we were regularly sharing “innovations” that helped our teachers better execute on standards-based data. For example, Aaron shared a set of google docs that helped teachers track their action plans. It was a simple but highly effective tool.

I met Thaly Germain six years ago when she was a member of my New Leaders for New Schools cohort. Thaly is a super star, as anyone who has had the pleasure of working with her knows. She is inspiring, thoughtful, humble, and firmly committed to helping all students reach their potential. I am very excited that she is a part of this team.

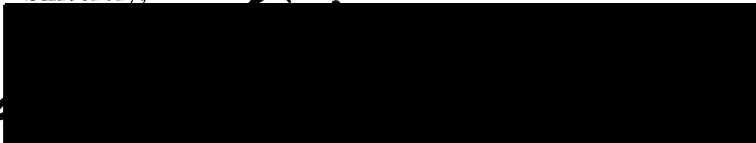
I am also excited about Ingenuity Prep’s focus on 21st Century Learning Skills. In order to succeed in college and the workplace, students need to do more than master the standards. They need to be adept at the 4Cs – *Communication, Critical Thinking, Creativity, and Collaboration*. In other words, they need to be able to apply the standards they learn to challenging problems and projects and they need to do so alongside their classmates/colleagues. Too often, schools never get to the 21st Century Learning Skills. They focus on the standards without taking this critical next step. Ironically, it’s the next step which brings learning to life. When students participate in authentic, context-rich challenges, their learning becomes meaningful and they begin to take ownership over it.

Finally, I am excited about Ingenuity Prep's own ingenuity (*walking the talk*) when it comes to technology. Ingenuity Prep intends to use a blended learning model to better meet the needs of each student. The use of on-line, adaptive learning programs will create a stronger matching of content with student in two ways – (1) the programs themselves are designed to differentiate for each student, and (2) the programs allow teachers to work with smaller groups of students, making it easier to tailor instruction. Ingenuity Prep's insight is that technology does not replace the important work of teachers, it extends it. I am excited to see such a thoughtful model of blended learning take root in Washington, DC.

To date, I have played an advisory role in the development of Ingenuity Prep PCS, helping Aaron and Will think through their priorities and strategies. As someone focused on new blended models through LearnZillion, I have relayed insights that I have seen in the field and connected them with other advisors. I look forward to continuing to be a thought partner for them.

If you have any questions, please do not hesitate to contact me at 202-491-1225 or ericwestendorf@learnzillion.com

Sincerely,

A large black rectangular redaction box covers the signature area. A handwritten mark, possibly a flourish or the start of a name, is visible above the redaction.

Eric Westendorf
Founder
LearnZillion



January 22, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing to express my support for Ingenuity Prep. My experience leads me to believe that Ingenuity Prep's innovative approach, by integrating blended learning in to its core curriculum, will make this school one of D.C.'s most successful charter schools.

It is essential for you to understand that implementing blended learning into a school is not a cookie cutter approach; there are many decisions that must be considered, for these decisions will impact the school's climate and its academic success. Over the past months, we have advised Ingenuity Prep in creating a unique model that addresses their needs and assists them in meeting the academic outcomes you, the authorizer, expect. They have approached each decision with thorough consideration and understand the importance of each decision.

Our role at Education Elements is to help schools design and implement the right blended learning solution. If implemented with fidelity, blended learning accelerates student learning, helps teachers differentiate instruction, and improves school efficiency. As this charter application moves forward, we will continue to assist the charter organization in implementing the blended learning model they have crafted. Once the charter has been approved, we will continue to work with the administration and staff to seamlessly implement blended learning in the classroom.

As we have discussed with members of the D.C. Public Charter School Board, it is imperative that we have a blended learning school we can showcase in D.C. I believe that Ingenuity Prep has the sound fundamentals to prove to be strong example of blended learning that the community can benefit from.

If you have any additional questions, please do not hesitate to contact me.

Sincerely,



Anthony Kim
CEO
Education Elements, Inc.
anthony@edelements.com

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 26, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

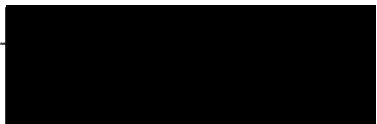
On behalf of the Partnerships and Development and Alumni Affairs teams of Teach For America – DC Region, we are pleased to extend our support to Ingenuity Prep Public Charter School. The mission of Ingenuity Prep PCS is to provide a rigorous college preparatory curriculum, including a major focus on the development of 21st century skills and knowledge, and prepare Washington D.C. area youth to be critical-thinking, compassionate, and collaborative civic leaders who act with integrity and strive to positively impact their local and global communities.

The staff of Teach For America – D.C. Region has had the opportunity to see the leadership of the founders of Ingenuity Prep PCS in action. Many members of the founding team are Teach For America alumni, and we have witnessed the capabilities they will bring to this new endeavor through their leadership in classrooms, their guidance of our corps members, their collaboration with our work, and their engagement as alumni and DC community members. We are confident the founding team brings the diverse base of knowledge, skills, perspectives, and experiences to found and lead a school that will offer a promising opportunity for so many of our region's students.

The vision and mission of Ingenuity Prep PCS articulates the critical elements of the school that will lead its future students to academic and personal success. There is a clear focus on human capital and data-driven decision making, an extended school day and year, and an emphasis on literacy and math. In addition to these elements that are present in our region's highest-performing charter schools, Ingenuity Prep will also holistically develop its future students to be 21st century leaders with a focus on personal and civic leadership, service learning, digital expertise, and foreign language.

Our teams are committed to supporting the formation and growth of Ingenuity Prep by acting as a partner in the areas of human capital and instruction expertise. We believe that by focusing on both academic achievement as well as leadership skills, Ingenuity Prep will fill a critical gap in the current landscape of school options in Washington D.C.

Sincerely,



Dawn Gunderson Taylor
Managing Director, Alumni Affairs
Teach For America –D.C. Region



Stephanie Amann Kapsis
Senior Managing Director, Partnerships
and Development
Teach For America-D.C. Region



AN AMERICORPS PROGRAM



January 19, 2012

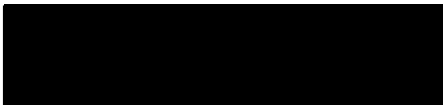
Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

We are very pleased to see Ingenuity Prep submitting a charter application that features an innovative staffing model designed to give more students access to excellent teachers. By enabling teachers to specialize in their best subjects and by placing master teachers in charge of several classrooms, the school's design aims to do just that.

As part of an initiative funded by the Carnegie Corporation of New York and the Bill and Melinda Gates Foundation, we are tracking emerging efforts to extend excellent teachers' reach using models such as Ingenuity Prep's. If Ingenuity Prep receives approval, we plan to analyze how its model works in practice and to continue providing advice and whatever other assistance we can to the school's founders as they open and operate their new school. I hope the board will give this application your strongest consideration.

Sincerely,



Bryan C. Hassel
Co-Director, Public Impact

January 22, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing this letter to express my strongest statement of support for Ingenuity Prep Public Charter School. The school's clear vision and mission, strong leadership team, and leader demonstrated track record of success, make me extremely confident the school will prepare D.C. area youth to both develop the academic content areas they need to be successful, as well as cultivate students to be successful in college and beyond.

Since I founded The Achievement Network in 2005, I have directly worked with hundreds of school leaders and district leaders across the country to support them in data-driven instructional practices to improve instruction and increase student achievement. Aaron Cuny and Will Stoetzer are in the top 10 of all the leadership teams we support, across both charter and district schools in the eight cities we serve. When Aaron joined the D.C. Bilingual team as a Resident Principal with New Leaders for New Schools, his clear vision for what was possible for D.C. Bilingual students influenced the re-design of the school, both culturally and academically. Since that time the school has delivered results and importantly, students across *all* levels of proficiency have increased their learning. The school has moved the lowest performing math students out of the Below Basic category on the DC-CAS – reducing the percentage of students from 32% to 14%. The school has also increased the percentage of students scoring advanced and proficient by 13% in math. Today, other charter school across the city ask to visit D.C. Bilingual because of these improved outcomes. Aaron and Will's leadership were instrumental factors in these improved results. I am very confident they will continue this demonstrated track record of leadership and results at Ingenuity Prep Public Charter School.

If Ingenuity Prep Public Charter School is opened, our organization will partner with this leadership team on data-driven instruction and include them in our Network. We believe in the Ingenuity model and their approach to both provide students with the skills needed to close the traditional achievement gap, and teach the 21st Century Skills that are needed for students to succeed in college and beyond. We will work directly with the leaders and teachers on how to plan effectively from standards, teach to the highest level of rigor, assess to understand student mastery and use this information to relentlessly close gaps in student learning at the high expectations of the Common Core State Standards. Together we can raise the bar for what is possible for D.C. area youth and be a model for other schools.

Sincerely,

John Maycock
Founder, The Achievement Network



January 27, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

It is with great pleasure that I write to you in support of the charter application for Ingenuity Prep Public Charter School. I have worked with both Aaron Cuny and Will Stoetzer for over two years through the partnership between our organization, The Achievement Network, and D.C. Bilingual, and I have no doubt that they will lead Ingenuity Prep to become a leader in driving student success in the 21st Century.

I have been speaking with Aaron and Will over the past few months about their vision of success for the school. They, along with the rest of the founding team, have consistently expressed a relentless focus on equipping students with the knowledge and skills necessary to not only achieve in a traditional educational environment but to close the achievement and technology gap between low-income students and their higher-income peers.

My organization focuses on data-driven instruction, and we work with the leadership teams of over 70 charter and DCPS schools across the District of Columbia. Aaron and Will are in the top 10% of school leaders in implementing our work, and they have shown more so than any other school leader a desire to learn from other schools and to take those best practices back to D.C. Bilingual. I am confident they will do the same for Ingenuity Prep. Because of their drive to improve and deep understanding of our work, we have featured Aaron as a speaker and co-presenter at several events and have asked him to take part in a variety of different strategic feedback sessions to push our thinking around this work.

As Ingenuity Prep gets off the ground, we are committed to supporting around their data-driven instruction work, in addition to the other important pieces of their model. I look forward to continuing to work with Aaron, Will, and the rest of the team to realize their vision and to provide another high-quality charter school option for students who need it most.

Sincerely,

Justin Jones

Executive Director, Washington, D.C.
The Achievement Network

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 24, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

On behalf of Teach For America's School Leadership & Social Entrepreneurship Initiatives, we are pleased to extend our support to Ingenuity Prep Public Charter School, a new charter school proposed to the D.C. Public Charter School Board. Ingenuity Prep is an innovative charter school that aims to impact not just core academic outcomes in literacy and math but also equip students with a broader set of skills that they will need to be self-reliant and truly successful in college and life.

Ingenuity Prep is being launched by a team of committed leaders passionate about education; several of the founding team members are Teach For America alumni. Among themselves, the founding team members bring a diverse set of skills and deep experience necessary to design and launch a successful charter school – curriculum design, school operations and management, finance, fundraising, real estate and facilities management, business development

Ingenuity Prep borrows several elements from successful charter networks proven to result in strong academic outcomes – focus on human capital, extended school day/year, data-driven decision making and emphasis on literacy and math – and combines these with new ideas and approaches that help students build personal leadership skills, such as civic leadership, service learning, digital expertise, and foreign language classes. One of Ingenuity Prep's most unique aspects will be its clever use of blended learning, both to provide adaptive, customized instruction to students as well as to let students track and own their own progress. Experiments have shown that putting students in charge of their own academic goals and progress is a huge motivating factor toward creating an engaged, invested student body.

We believe that by focusing on both academic achievement as well as leadership skills, Ingenuity Prep will fill a critical gap in the current landscape of school options in Washington D.C. and prepare under-served students to successfully transition into adulthood and break the cycle of poverty.

Teach For America's School Leadership & Social Entrepreneurship Initiatives are strong supporters of Ingenuity Prep's charter school proposal and we hope to support the founding team by providing strategic advice, connections to like-minded entrepreneurs, and access to human capital. Please feel free to contact us if you have any questions.

Chaula Gupta
Managing Director, Social Entrepreneurship
Initiative
(212) 279-2080 x11446
chaula.gupta@teachforamerica.org

Hilary Lewis
Managing Director, School Leadership Initiative
(312) 254-1000 x19210
hilary.lewis@teachforamerica.org



AN AMERICORPS PROGRAM

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St., NW
Washington, D.C. 20010

Dear Mr. Jones,

This letter is to enthusiastically support the charter application of Ingenuity Prep Public Charter School. I know Aaron Cuny and Will Stoetzer personally, and have the utmost confidence in their ability to fulfill the mission of the school to prepare D.C.-area youth to be critical-thinking, compassionate, and collaborative civic leaders who positively impact their communities.

In addition to Ingenuity's core instruction model of ensuring great leaders and teachers, and implementing blended learning that strategically uses time and technology, the school's founders are committed to meeting both the education and social needs of their students. As a former teacher, policy maker, and program manager with more than 10 years of experience serving students and families in high-poverty communities, I believe such a comprehensive, 'both/and' strategy is critical for their school's long-term success. Ingenuity's core values, especially being respectful and open to new ideas, will guide their work to dramatically improve student outcomes and to improve the communities they serve.

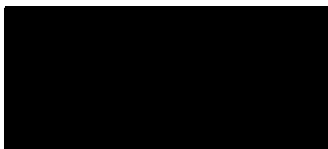
I will continue to serve as an informal advisor to Ingenuity in my personal capacity, focusing on opportunities to strengthen their team's ability to meet the comprehensive needs of their students and families.

Please contact me for additional information or support.

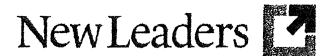
Sincerely,

A solid black rectangular box redacting the signature of Larkin Tackett.

Larkin Tackett

A solid black rectangular box redacting the contact information for Larkin Tackett.

New Leaders
1432 K St. NW, 2nd Floor
Washington, D.C., 20005
202.785.8894
www.newleaders.org



January 23, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing to express my strong support for Ingenuity Prep Public Charter School's charter application. As Executive Director of New Leaders-Washington, DC, I know firsthand that the continued development of innovated schools in the District of Columbia is critical to ensuring that our students are prepared for success in school and in life. I believe that Ingenuity Prep's planned curriculum coupled with the passion, knowledge, and community involvement of its leadership will position the school well to close the achievement gap for its students.

Ingenuity Prep's mission of creating critical-thinking, compassionate and collaborative civic leaders who act with integrity and strive to positively impact their local and global communities is one that is much needed in Washington's schools. Its founding team possesses the requisite knowledge which comes from working with high-performing schools necessary to not only replicate their successes at Ingenuity Prep, but to build upon them. In addition, I am personally and professionally familiar with the background and work-ethic of many of Ingenuity Prep's Founders, and I am unable to think of a group of individuals who are more thoughtful, qualified, and committed to building a school which any parent in Washington would be proud to have their child attend.

I look forward to lending my expertise in the area of school leadership to Ingenuity Prep's leadership team as they continue to develop their school. New Leaders-Washington, DC has a variety of supports for schools at all levels of development, including building a leadership pipeline, teacher development, and strategies for embedding data-driven strategies into all aspects of the school.

Ingenuity Prep will be a fantastic addition to the education opportunities for Washington's children, and I strongly support its charter application. If you have any questions, please do not hesitate to contact me at 202.379.2803 or via email at mpierre-farid@newleaders.org

Sincerely,



Michelle Pierre-Farid
Executive Director

January 23, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing to you today to express my unwavering support for Ingenuity Prep Public Charter School. I left my work as a middle and high school teacher when I realized that No Child Left Behind held my colleagues and me accountable for only some of the right outcomes. I realized that my students not only deserved experiential learning, leadership development, social emotional learning, and civic engagement programming, but that they learned best when I integrated these important pursuits into their school time.

As both a parent and educator, I have seen first hand the power of explicitly teaching civic leadership skills. In the very teaching of civic leadership, we explicitly and implicitly reinforce the message that our students have strengths and that they can and should share these strengths with others. Students will leave Ingenuity Prep Public Charter School seeing obstacles as opportunities, global issues as life purposes, and themselves as capable and powerful agents for change.

As of now, this type of civic leadership programming is typically reserved only for students who attend schools with the time and resources to make space for this oft-viewed "extra." Ingenuity Prep Public Charter School is committed to providing students with this programming for two and a half hours each week. This impressive commitment is exactly the type of innovative thinking that will empower all students to live Mahatma Gandhi's command to be the change they wish to see in the world.

Listen to Lead Consulting partnered with Ingenuity Prep Public Charter School to identify the vision and program outcomes for the civic leadership program. Pending your approval of the charter, Listen to Lead will continue to work with Ingenuity Prep Public Charter School to make this cutting edge vision a reality.

Thank you in advance for your support of this incredible school.

Sincerely,

Sara Wernick Schonwald
Principal and Founder, Listen to Lead Consulting



buildinghope

Sallie Mae's commitment to K-12 education

January 26, 2012

Brian W. Jones, J.D.
Chair
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

RE: Ingenuity Prep Public Charter School ("Ingenuity Prep") Facility Support

Dear Mr. Jones,

As you know, Building Hope was created to help quality District of Columbia public charter schools overcome the significant facilities barriers that exist in D.C.'s competitive real estate market. These barriers prevent schools from serving more students in environments most conducive to learning. Building Hope helps charter schools overcome these facilities barriers by 1) lending money at below market rates; 2) acquiring and developing buildings at below market rates; 3) extending credit and lease guarantees; and 4) providing professional services.

For start-up charter schools such as the Ingenuity Prep Public Charter School, a lack of operating history and low number of students in the early years only add to an already challenging environment. While our credit enhancement program is specifically targeted to helping new schools acquire and renovate facilities, the resources in this program are limited. Through our partnership with the Office of the State Superintendent of Education, we have created the Charter School Incubator Initiative specifically to meet the needs of start up schools like Ingenuity Prep. Through this initiative, we have been able to develop a total of six incubator locations throughout the District. We have met with Ingenuity Prep's founding team and have talked in detail about the charter school facility options available and the pros and cons of each option. We are very impressed with the high quality of the leadership team. We are confident that the incubator initiative will be able to meet Ingenuity Prep's space needs for Fall, 2013 with one of the existing sites.

In the event that we are unable to meet Ingenuity Prep's space needs with an existing site, we are continually looking to develop other incubator opportunities through commercial, co-location, and DCPS options to meet the demand for short term charter school space.

Once Ingenuity Prep is granted a charter, Building Hope will immediately begin working with their team to ensure that they have adequate space to open in the Fall, 2013.

Sincerely,


Thomas E. Porter
Director, Real Estate and Operations

Eve E Brooks

January 26, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am pleased to write this letter for support for the charter application for Ingenuity Prep Public Charter School. I have reviewed an outline of the school design, and meet with the founders. I am impressed that the founders plan to implement a number of charter school best practices found to be successful in serving low income children. There plan for clusters of 60 students served by teams of five teachers; emphasis on assessments; reading and math and longer school days and years, all would be important factors in improving outcomes.

As a resident of Southwest DC I am particularly enthusiastic about Ingenuity Prep's interest in locating in this neighborhood. I served as convener of Near SE/SW Parents and Neighbors for Education Excellence Now. Because both low and middle income families living in this area are seriously failed by the current choice in neighborhood schools. Last year, we called for the reconstitution of Amidon Bowen the one elementary school serving the area. It is , one of the Tier IV schools listed in the IFF report issued today. While in response to our request the school is officially under "Reconstitution, to date we have not been satisfied by the steps taken by DCPS- which has replaced staff, but demonstrated no vision or plan for reform. We have also called for the expansion of AppleTree Early Learning in our community, and are also seeking one or more charter schools to provide a real option to Amidon Bowen.

For these reasons we strongly support the application of Ingenuity Prep and will continue to help them to develop partnerships and explore properties, which could best meet their needs and that of the neighborhood.

Sincerely,


Eve E. Brooks



DC Arts and Humanities Education Collaborative
Arts Access Leads to Student Success

January 26, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Board of Directors

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Fight For Children

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Dawn McAndrews
Patricia Mitchell
L. Lawrence Ricco
Maurice R. Sykes

Executive Director

Louise Kennelly

Dear Mr. Jones,

At the DC Arts and Humanities Education Collaborative we believe that learning in and through the arts and humanities is vital to student success. Arts education develops the 21st Century skills that students will need in order to thrive in an information-based economy. We are pleased that Ingenuity Prep Public Charter School is also committed to developing these essential higher-order thinking skills such as critical assessment, synthesis, creativity, questioning and collaboration.

In today's economy it is more important than ever for young people entering the workforce to be creative, innovative and flexible. Ingenuity's unique curriculum which emphasizes human creativity aims to develop young men and women who are confident, able and engaged members of their community.

Therefore, it is with great pleasure that I write, on behalf of the DC Collaborative, a letter of support for Ingenuity Prep Public Charter School to be provided an opportunity to prove it can make a significant positive impact on advancing student learning and capacity for success. I am excited about the possibility of this new charter and hope that it will further enhance equitable access to the arts in The District.

I wish Ingenuity Prep Public Charter School and its professional staff all the best on this important new enterprise.

Sincerely,

A large black rectangular box redacting the signature of Louise Kennelly.

Louise Kennelly
Executive Director

January 15, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St, NW
Washington, D.C. 20010

Dear Mr. Jones:

I am writing in strong support of Ingenuity Prep Public Charter School and the school's application to be approved by the Public Charter School Board. As principal of DC Bilingual Public Charter School for the past five years, I have had the privilege of working alongside Ingenuity Prep's co-founders. As DC Bilingual resident principal, Aaron Cuny has had a significant impact on all aspects of building an effective school including strengthening the school culture and ensuring effective instructional practices which have led to trajectory of growth. In addition, Will Stoetzer has been instrumental in establishing key data systems in the role of data coach. He also served as a special education teacher, general education teacher, and math teacher-leader at DC Bilingual.

As a result of my past experiences with both Mr. Cuny and Mr. Stoetzer along with the review of Ingenuity Prep's model, I believe strongly that Ingenuity Prep is designed to ensure student success. The depth of research and application of knowledge gained by examining the best practices of other high performing schools is evident in Ingenuity Prep's school design. In addition, I believe that the founding team's capacity to establish effective operational, fiscal, and facilities support necessary for any successful school will fuel Ingenuity Prep's path to success.

The strength of the model design and the capacity of the school leaders strongly motivate me to pursue a collaborative relationship with Ingenuity Prep in the future. I believe that a collaborative relationship can be mutually beneficial to the teachers and students of DC Bilingual and Ingenuity Prep and serve to ensure a high quality education for more of DC's children.

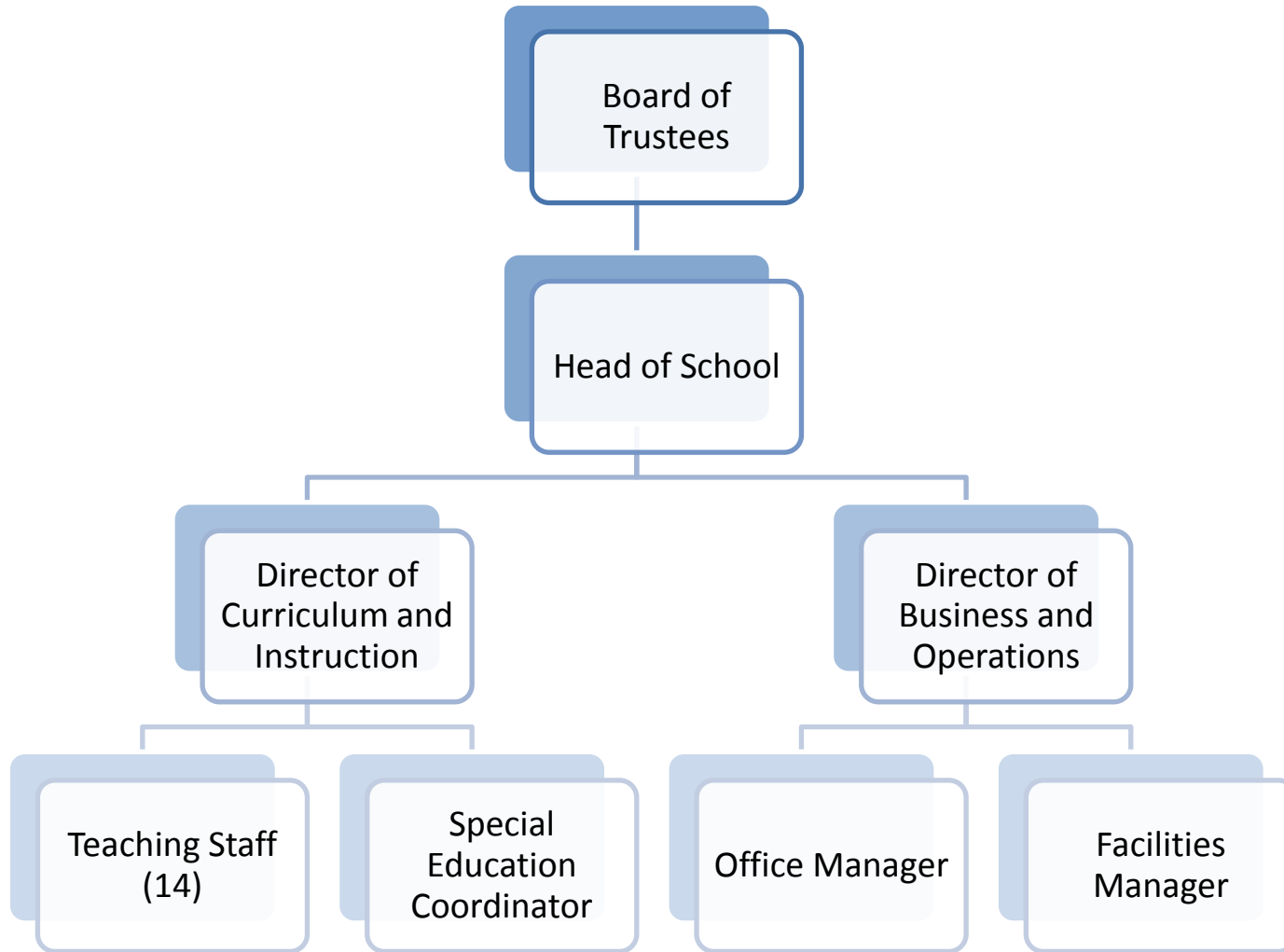
I respectfully ask that you strongly consider Ingenuity Prep Public Charter School as a key lever for ensuring that DC's children have access to additional high quality educational options.

Sincerely,

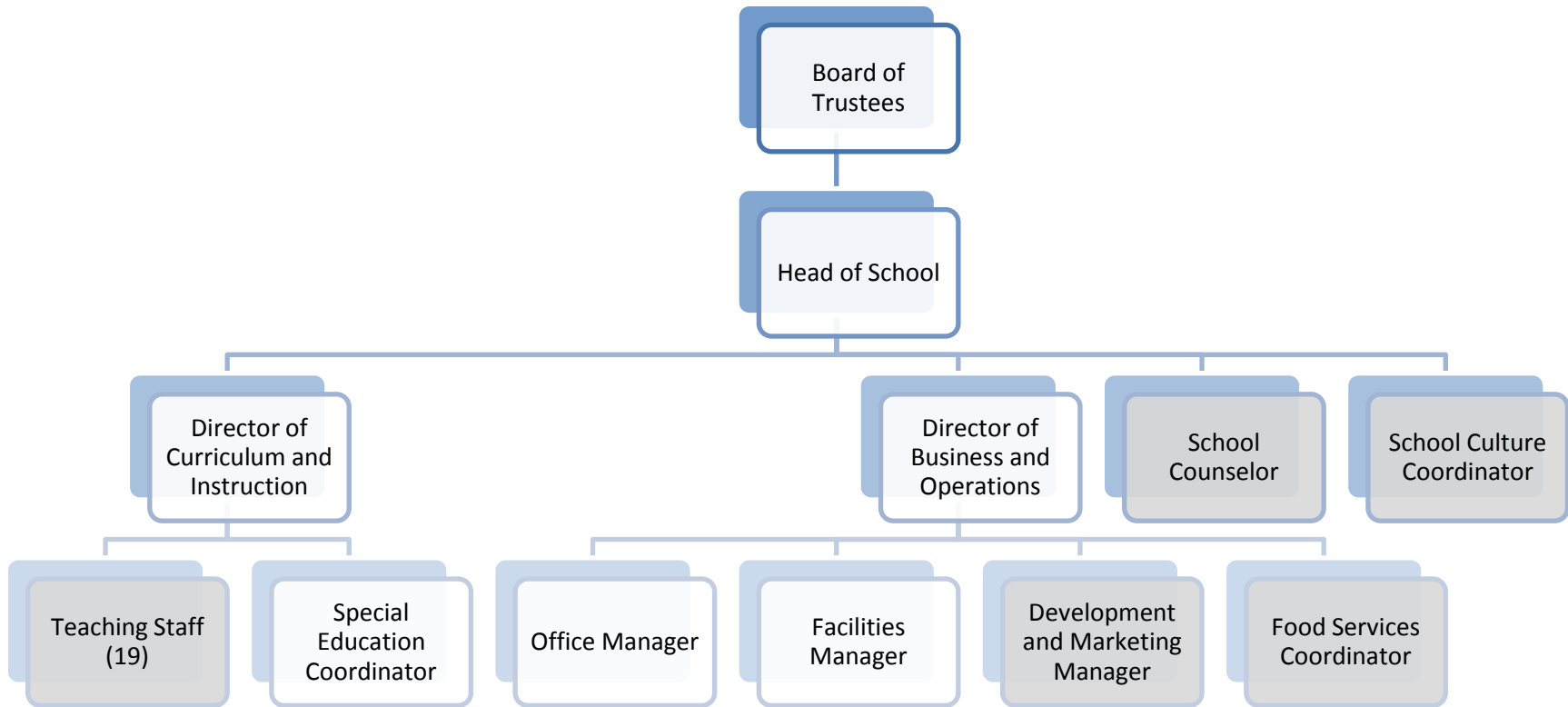
Wanda Perez, Principal
DC Bilingual PCS

L. Appendix: Organizational Chart

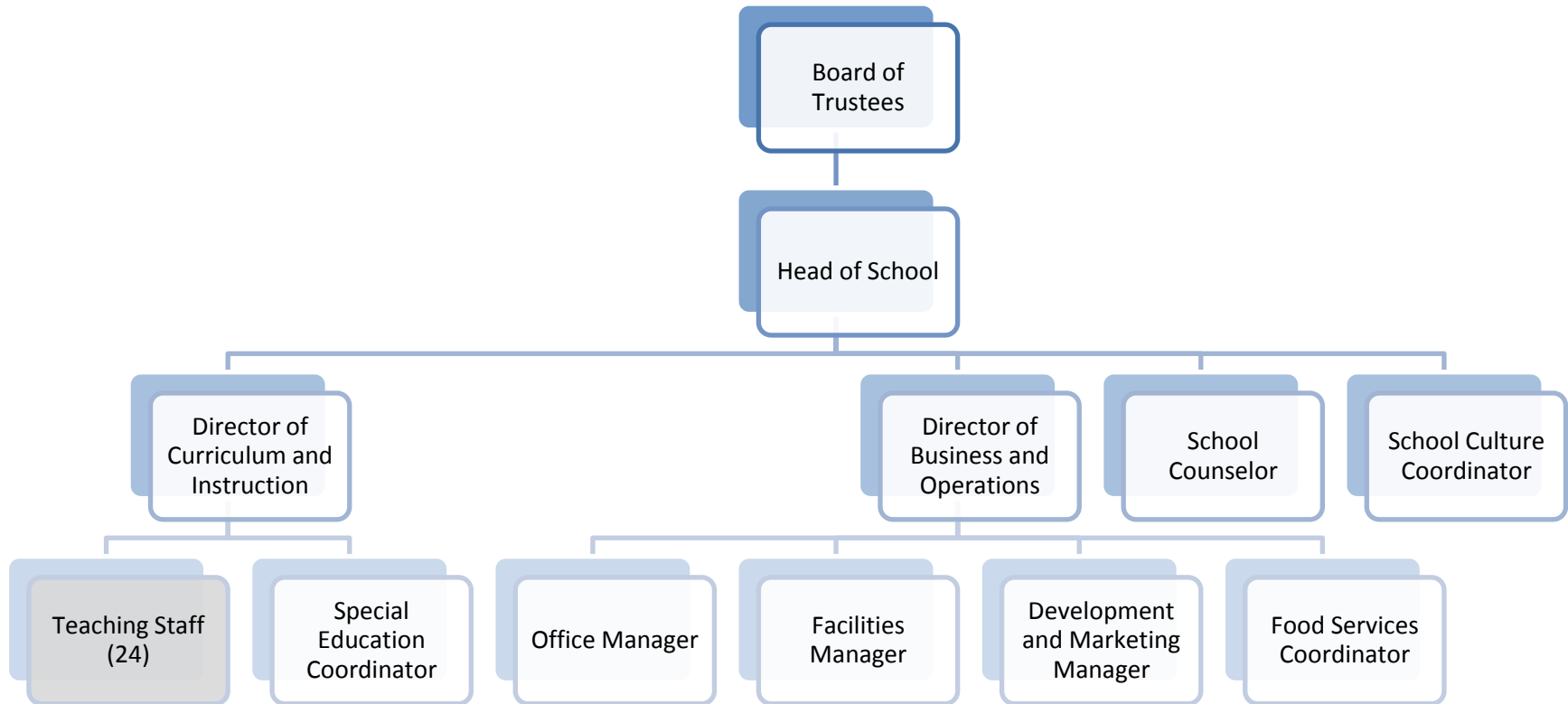
Organization Chart – Year 1
Grades Served: PS – Kindergarten
Students: 108
20 FTE



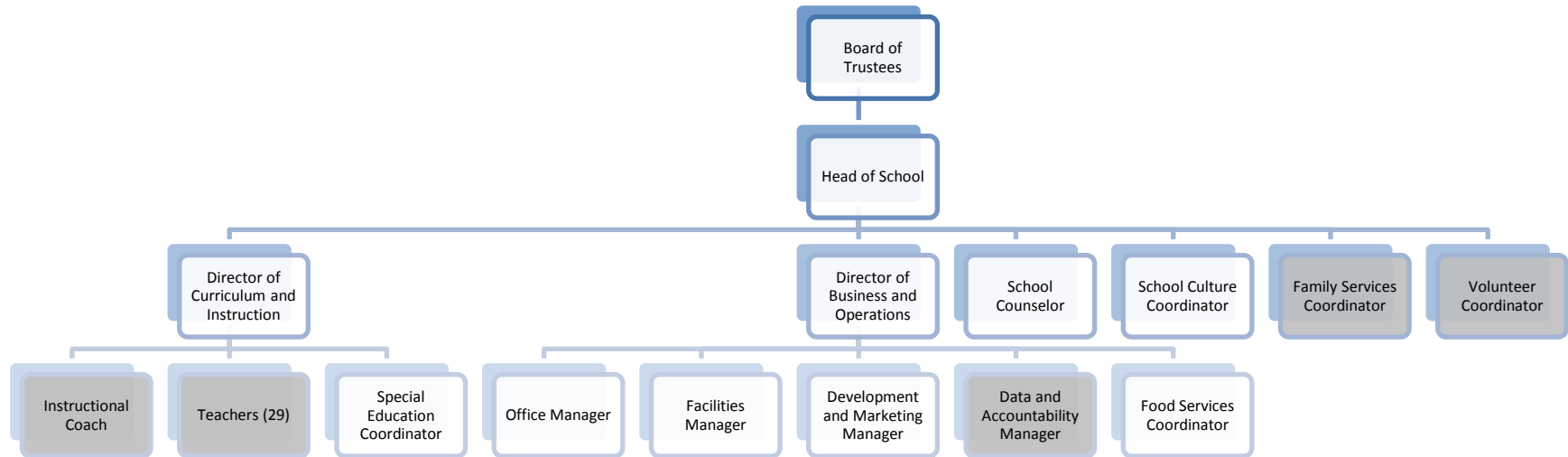
Organization Chart – Year 2
Grades Served: PS – 1st Grade
Students: 168
29 FTE



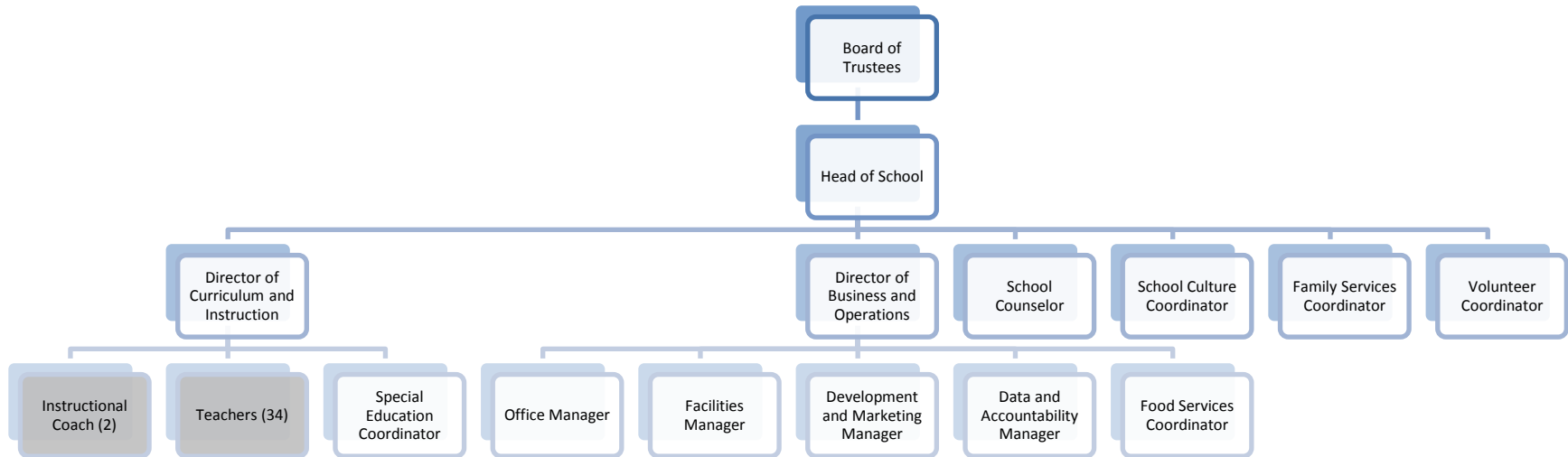
Organization Chart – Year 3
Grades Served: PS – 2nd Grade
Students: 228
34 FTE



Organization Chart – Year 4
Grades Served: PS – 3rd Grade
Students: 288
43 FTE



Organization Chart – Year 5
Grades Served: PS – 4th Grade
Students: 348
49 FTE



Appendix C

2016-17 Annual Report



INGENUITYPREP

Annual Report

School Year 2016-17

Ingenuity Prep Public Charter School
4600 Livingston Rd. SE Washington, D.C. 20032
(202) 562-0391
Peter Winik, Board Chair

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- C. USAGE OF AT-RISK FUNDS
- D. UNAUDITED FY17 FINANCIAL STATEMENT
- E. APPROVED FY18 BUDGET

ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission Statement

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

B. School Program

Model, Curriculum, and Instructional Approach

With **more learning time** and **increased efficiency in its model**, Ingenuity Prep offers an educational program that prepares students for mastery of 1) rigorous core content and 2) a broader set of 21st century civic leadership competencies.

Ingenuity Prep's model offers an **extended-day** and **extended year** schedule, providing increased opportunities to deliver rigorous instruction, enrichment, and remediation. Over the course of a school year, students at Ingenuity Prep benefit from almost 30% more learning time than their peers at neighboring District schools.

Ingenuity Prep's **teaching career ladder** ensures that as teachers grow so do their opportunities to leverage their leadership and increase their impact – all while remaining in the classroom. Each classroom at Ingenuity Prep is anchored by an experienced Class Lead teacher with deep content knowledge and strong instructional expertise. As a result, early career teachers benefit from daily modeling and mentoring.

Through its **blended learning model**, Ingenuity Prep leverages high-quality online learning programs to provide adaptive, independent practice opportunities targeted at students' individual needs and respective zones of proximal development. Utilizing this digital content and at least three highly-qualified teachers in each classroom, Ingenuity Prep is able to consistently provide accountable, personalized, independent and small-group learning experiences.

With the belief that mastery of rigorous core content – while necessary – is not sufficient to prepare students for the demands of 21st century leadership, Ingenuity Prep is building its own **civic leadership program** around four pillars: social-emotional literacy, collaborative problem-solving, a social-justice-focused social studies and science curriculum, and service learning.

Parent involvement

Ingenuity Prep sees parent involvement as a critical component of the school's success - both in guiding and supporting the work of the school. The school's approach to parent involvement for the 2016-17 school year involved three key strategies:

1. Build Relationships

- **Parent Orientations.** Prior to the start of the school year, Ingenuity Prep hosted multiple orientations for parents. A major focus of these orientations was the cultivation of relationships amongst parents and between parents and school staff.
- **Relationship-Building Events.** On a regular basis, the school hosted events such as family potlucks, game nights, and morning coffees - explicitly designed to cultivate parent-staff relationships.

2. Cultivate Parent Voice

- **Parent-Engagement Group.** On a regular basis, the school hosted Parent Engagement Meetings aimed at providing families the opportunity to share their perspective on and suggestions for the educational and operational practices of the school.
- **Parent Surveys.** The school administers bi-annual surveys that provided parents the opportunity share their perspective on and satisfaction with the school. More than 90% of families were represented in this survey.

3. Communicate & Collaborate to Support Students

- **Daily Reports.** To provide families key updates on student performance, the school sent home teacher-completed daily reports for each student.
- **Report Cards and Family-Teacher Data Conferences.** Each term - approximately once every 6-8 weeks - parents gathered for Data Conferences to review key metrics for their child's academic and social-emotional performance. At these conferences, teachers shared key strategies parents could engage in outside of school to support students' academic and social emotional growth.

II. SCHOOL PERFORMANCE

A. Performance and Progress

Ingenuity Prep has adopted the PCSB's Performance Management Framework (PMF) for its goals and academic achievement. The 2016-17 PMF scorecard, available in Fall 2017, provides detailed information of Ingenuity Prep's performance and progress.

Meeting Our Mission

Core to the performance and progress of the school is the extent to which the school is achieving its mission of preparing students to succeed in college and beyond as impactful civic leaders. While students at Ingenuity Prep are many years from college (and beyond), the extent to which the school is achieving its mission can be demonstrated through the review of key data that indicates students are on their way to that goal. In reviewing the key data (included below), the school has continued to show progress towards achieving its mission. As reflected in the school's academic performance in core subject areas of Literacy and Math (central to achievement of the school's mission), an increasing number of students are achieving at levels necessary to be prepared to succeed in college and beyond.

While academic performance in Literacy and Math are key components in evaluating mission achievement, the extent to which students are prepared to be successful in a range of other 21st century skills is essential to achieving the school's mission. Through the school's Social Emotional Literacy class that all Kinder and 1st grade students participate in on a daily basis, the school is committed to preparing students with the skills and competencies necessary to understand and process their emotions, work successfully with others, and proactively problem-solve among a range of other skills. All skills that are necessary to being impactful civic leaders.

Outlined below is key data that encompasses some data points made available in the PMF, but also metrics of performance and progress that go beyond the scope of the PMF.

School Culture

- Attendance
 - Attendance rate of 88.7% (last year at 89.1%, PMF ceiling is 92%)
- Suspensions
 - Suspension rate of 15.2% (last year at 17%, above 12% DC average)
 - SPED suspension rate at 21.4% (last year at 14%, lower than DC average of 23%)

- Student Mobility
 - Mid-year withdrawals at 4.8% (lower than DC average of 11%)
 - Anticipated re-enrollment rate at 83.6% (higher than charter average of 83% and 81% rate for schools with >50% of students at-risk)

Academic Performance – PreK

- Math
 - 70% of PreK3 students met ECR Math End-of-Year goal
 - 79% of PreK4 students met ECR Math End-of-Year goal
- Language & Literacy
 - 86% of PreK3 students met ECR Language & Literacy End-of-Year goal
 - 63% of PreK4 students met ECR Language & Literacy End-of-Year goal
- CLASS (external observation of PreK classroom quality; used in PCSB PMF)
 - Score of 5.81 in Emotional Support (threshold = 5.0)
 - Score of 5.72 in Classroom Organization (threshold = 5.0)
 - Score of 3.10 in Instructional Support (threshold = 3.0)

Academic Performance – Kindergarten through 3rd Grade

- Math
 - Median Conditional Growth Percentile on the NWEA MAP was 64.5
- Reading
 - Median Conditional Growth Percentile on the NWEA MAP was 40.5

B. Lessons Learned and Actions Taken

Though proud of the performance progress made during the 2016-17 school year, the school maintains ambitious organizational aspirations and has identified a number of challenges it seeks to improve on for the 2017-18 school year:

School Culture

- Student behavior and procedural efficiency wasn't as strong as what's evidenced in the very best schools in the country. With this mind, Ingenuity Prep invested in further transparency with all staff about the "why" underlying key components of the Vision of Excellence -- including behavioral support and discipline procedures.
- With a growing student body and staff each school year, we have to continue to focus a significant amount of energy on developing and reinforcing the Ingenuity Prep culture. To address these, we are continuing to make the first two weeks of school Culture Camp, which is an explicit focus on the cultural, behavioral, and procedural expectations for students. This continues to be an excellent vehicle for us to reinforce those expectations early in the school year.

Business & Operations

- Student absence rates and on-time arrival rates were below what's seen in the best schools in the country and below what's necessary to achieve exemplary academic outcomes. With this in mind, heading into the 2017-18 school year, the school has sought to 1) increase positive recognition of families with strong attendance records, 2) tie attendance to a comprehensive student incentive system, 3) increase its already strong tracking and analysis of student attendance data, and 4) engage in more systematic follow-up with frequently absent/tardy families, particularly early in the school year with a focus on attendance during National Attendance Awareness Month in October.

Student Achievement Outcomes and Instructional Program

- While there was much evidence of strong student achievement growth, Ingenuity Prep seeks to benchmark itself against the very best schools in the country. At a handful of the *very* best urban charters in the country, for example, approximately 90% of kindergartners finish the year on STEP 4 reading level - a difference from where Ingenuity Prep finished the 2016-17 school year. In PreK, student achievement growth in PreK3 math and PreK4 literacy, while positive, fell below the top growth rates in the AppleTree consortium - an internal benchmark the school has established for itself.

- To provide for even stronger student achievement, the school has identified several key areas of improvement for the 2017-18 school year:
 - Invest in both the external acquisition and internal development/curation of a more rich, rigorous curriculum
 - Provide for stronger and more consistent instructional coaching and professional development
 - For the 2017-18 school year, the school has created the roles of PreK Principal and K-3 Assistant principal to allow for more targeted coaching and academic program management by experienced staff.
 - For the 2017-18 school year, the school has expanded coaching partnerships with external programs, including School Leadership Lab, Achievement Network and Uncommon Schools.
 - In the 2016-2017 school year, the school began a partnership with Insite, to provide additional wrap-around services and support for students with significant emotional and behavioral needs. The Insite partnership will expand in SY17-18 to provide additional supports for students, families, and teachers.

C. Unique Accomplishments

Below are a few highlights from the school's 2016-17 school year:

- In an anonymous Fall '16 TNTP teacher survey, Ingenuity Prep ranked in the 95th percentile of all DC Charter schools for the strength of its instructional culture.
- On the public charter school board's financial report card, Ingenuity Prep has achieved Tier 1 status each year eligible.
- One of 14 schools nationally to receive a NewSchools Venture Fund Invent grant (formerly Catapult) for the planning and opening of innovative school models.
- Our school was privileged to be an EmpowerK12 honorable mention in their list of bold performers on the PARCC assessment in their latest [Bold Performance 2017 DC Schools](#).

D. List of Donors

Below is a listing of all donors and grantors that have contributed monetary or in-kind donations equal to or exceeding \$500. Thank you to those individuals and foundations that generously donated to support the mission of Ingenuity Prep.

Individuals

- Brian & Ellen Link
- Lydia Carlis
- Derrick Mashore
- Peter Winik
- James Cory Tull
- Michael Olkes

Organizations/Foundations

- Bainum Family Foundation
- EdForward DC
- Network for Good
- NewSchools Venture Fund

DATA REPORT

LEA ID	173
LEA Name	Ingenuity Prep PCS
Campus Name	Ingenuity Prep PCS
Adult Ages Served	N/A
Total Audited Enrollment	376
PK3	52
PK4	73
KG	68
Grade 1	66
Grade 2	64
Grade 3	63
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2016-17	185
Student Suspension Rate	15.2%
Student Expulsion Rate	0%
Instruction Time Lost to Suspension	0.4%

Promotion Rate	92.4%
In-Seat Attendance Rate	88.7%
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	18.18%
Number of Teachers	45
Average Teacher Salary	\$55,358
Minimum Teacher Salary	\$50,000
Maximum Teacher Salary	\$72,697

APPENDICES

- A. SY16-17 STAFF ROSTER**
- B. SY16-17 BOARD ROSTER**
- C. UNAUDITED FY17 FINANCIAL STATEMENT**
- D. APPROVED FY18 BUDGET**

APPENDIX A. SY16-17 STAFF ROSTER

- 100% of teachers are highly-qualified (if required)

First Name	Last Name	Job Title	Grade Level	Date of Hire
Chelsea	Adams	Math, Social Studies, Science Teacher	Kindergarten	8/1/16
Sydney	Bern-Story	Established Teacher	PreK3	8/3/15
Lindsay	Black	Literacy Teacher	1st Grade	8/1/16
Jihad	Broussard	Literacy Teacher	2nd Grade	8/1/16
JaQuan	Bryant	Advanced Literacy Teacher	1st Grade	7/28/14
Lauren	Bryant	Associate Director of Operations	All	7/1/15
Tiffany	Bryant	Teacher	K-3 Resource Room	8/14/13
Stephanie	Butler	School Social Worker	All	9/1/16
Chatequa	Campbell	Advanced Teacher	K-3 Resource Room	8/3/15
Elyse	Casey	Established Special Education Teacher	PreK	7/31/13
Ashley	Coleman	Teacher	PreK4	8/1/16
Maud	Cooke-Nesme	Advanced Literacy Teacher	Kindergarten	8/1/16
Shaun	Cromartie	Special Education Aide	K-3	8/1/16
Aaron	Cuny	Head of School	All	1/1/13
Kapri	Curtis	School Ops. Associate	All	8/1/16
Priyadarshini	Das	Literacy Teacher	2nd Grade	8/1/16
Nitza	Deane	School Culture Support Specialist	All	8/3/15
Heather	DeBruler	Advanced Teacher	PreK4	8/1/16
Chantel	Evans	Teacher	PreK4	8/3/15

First Name	Last Name	Job Title	Grade Level	Date of Hire
Bianca	Garcia	Advanced Literacy Teacher	Kindergarten	8/3/15
Lillian	Grabill	Math, Social Studies, Science Teacher	1st Grade	8/3/15
Claire	Grossheim	Established Teacher	PreK4	8/3/15
Jennifer	Hampton	K-3 Assistant Principal	K-3	7/29/13
Patrice	Harrison	Teacher	K-3 Resource Room	12/1/14
Camille	Henderson	Senior School Operations Associate	All	7/1/13
Haley	Herring	Literacy Teacher	3rd Grade	8/3/15
Anna	Hickman	PreK Principal	PreK	7/29/13
Lauren	Hollowell	Advanced Teacher	PreK3	7/28/14
Dayna	Hudson	Established Teacher	PreK4	8/3/15
Jessica	Jones	Special Projects Coordinator	All	7/14/14
Katanya	Jones	Food Service Associate	All	12/8/15
Molly	Karsh	Established Teacher	PreK3	8/1/16
Brandon	Lewis	Specials Teacher	2nd and 3rd	8/1/16
Allison	Link	Math, Social Studies, Science Teacher	2nd Grade	8/1/16
Jennifer	Lopez	School Culture Support Specialist	All	8/3/15
Amanda	Lumnah	Associate Director of Operations	All	7/1/13
Olivia	Mackell	School Culture Support Specialist	PreK	3/16/16
Nathan	Martin	Literacy Teacher	Kindergarten	8/3/15
Julia	Mauk	Literacy Teacher	2nd Grade	8/3/15
Brittany	McCollum	Resident Teacher	3rd Grade	8/16/16

First Name	Last Name	Job Title	Grade Level	Date of Hire
Meghan	McMahon	Advanced Literacy Teacher	3rd Grade	7/28/14
Marissa	Miars	Literacy Teacher	1st Grade	8/1/16
Davian	Morgan	Literacy Teacher	2nd Grade	7/28/14
Sarah	Nazryan	K-3 RTI Coordinator	K-3 Resource Room	8/3/15
Katherine	O'Connor	Advanced Math Teacher	3rd Grade	8/1/16
Danika	Okpaleke	Literacy Teacher	2nd Grade	8/1/16
Leon	Polk	Day Porter	All	9/6/16
Natalie	Powell	Advanced Math, Social Studies, Science Teacher	2nd Grade	7/28/14
Allisa	Queen	Advanced Teacher	PreK3	7/28/14
Claire	Renaud	Literacy Teacher	2nd Grade	8/1/16
Julian	Romero	Established Math, Social Studies, Science Teacher	Kindergarten	8/1/16
Jennifer	Schroeder	Literacy Teacher	Kindergarten	8/3/15
Ashley	Shaw	School Culture Associate	All	7/31/13
Sapna	Singh	Literacy Teacher	1st Grade	8/1/16
Angela	Slevin	Math, Social Studies, Science Teacher	Kindergarten	8/3/15
Francesca	Smith	Teacher	PreK3	8/1/16
Taylor	Stern	Operations Manager	All	8/1/16
William	Stoetzer	Chief Operating Officer	All	1/1/13
Charlotte	Sturgill	Speech-Language Pathologist	All	8/3/15
Dustin	Thomas	Director of Talent Management	All	7/14/14
Nicole	Thorpe	Director of Student and Family Support	All	7/28/14

First Name	Last Name	Job Title	Grade Level	Date of Hire
Pax	Wade	Director of Development and Communications	All	8/1/16
Kenneth	Walker	Physical Education Teacher	K-1	8/14/13
Yvette	Washington	Special Education Aide	PreK	8/31/15
Laura	Webb	Teacher	PreK4	8/1/16
Linsey	Williams	School Psychologist	All	8/3/15
Kirk	Wilson	Literacy Teacher	Kindergarten	8/3/15
Aliya	Yancey	Established Teacher	PreK3	8/3/15

APPENDIX B. SY16-17 BOAD OF TRUSTEES

Name	Board Role	Date of appointment	End of Term
Peter Winik	Chair	1/1/2013	Active
Debra Santos	Vice Chair	Founding	Active
Maura Marino	Member	8/29/2012	Active
Aaron Cuny	Member Co-Founder and Head of School	Founding	Active
Wanda Perez	Member	6/1/2014	6/1/2017
Derrick Mashore	Member	6/1/2014	Active
Marc Battle	Member	6/1/2014	Active
Cecilia Kang	Member	6/1/2014	Active
Lydia Carlis	Secretary	1/14/2016	Active
Jimmy Henderson	Treasurer	3/14/2016	Active
Lisa Mallory	Member	3/14/2016	Active
Cheryl Booker	Member Parent	5/18/2016	6/1/2017

APPENDIX C. USAGE OF AT-RISK FUNDS

During the 2016-17 school year, Ingenuity Prep had an At-Risk rate of 69.1% -- one of the highest rates for any charter elementary school in the District of Columbia. The At-Risk funding that Ingenuity Prep receives is an important source of additional funding that allows the school to provide vital services to students.

Given that the vast majority of the Ingenuity Prep student population was in the At-Risk category, the school directed the use of funds towards school-wide programming and support. These additional funds allowed for the school to add numerous additional staffing positions including, a Social Worker, School Psychologist, and Speech-Language Pathologist each as full-time staff members.

Additionally, these extra funds go towards to support transportation and uniform needs of students and families. In SY16-17, the school spent more than \$20,000 on uniform and transportation-related needs for students.

Lastly, these funds allowed Ingenuity Prep to provide an augmented field trip experience for students, ensuring every student participated in a monthly field trip. In SY16-17, the school spent approximately \$29,000 on student field trips.

APPENDIX D. UNAUDITED FY17 FINANCIAL STATEMENT

Ingenuity Prep
Balance Sheet
As of June 30, 2017

	Total
ASSETS	
Current Assets	
Bank Accounts	
100 Cash	
1000 Operating BOA 9269	480,983.25
1020 Savings BOA 2262	1,505,666.53
1080 PayPal	170.85
1099 AnyBill Transfer	10,112.10
Total 100 Cash	\$ 1,996,932.73
Total Bank Accounts	\$ 1,996,932.73
Accounts Receivable	
110 Accounts Receivable	
1100 Accounts receivable	101,197.28
Total 110 Accounts Receivable	\$ 101,197.28
Total Accounts Receivable	\$ 101,197.28
Other Current Assets	
140 Other Current Assets	
1400 Prepaid expenses	75,673.11
1410 Deposits	50,000.00
1430 Employee advances	0.00
Total 140 Other Current Assets	\$ 125,673.11
Undeposited Funds	0.00
Total Other Current Assets	\$ 125,673.11
Total Current Assets	\$ 2,223,803.12
Fixed Assets	
160 Operating Fixed Assets	
1600 FF&E	419,767.26
1620 Computers	293,688.00
Total 160 Operating Fixed Assets	\$ 713,455.26
170 Accum Depr of Op Fixed Assets	
1700 Accum depr FF&E	-128,019.57
1720 Accum depr computers	-194,990.03
Total 170 Accum Depr of Op Fixed Assets	-\$ 323,009.60
180 Facilities	
1830 Leasehold improvements	642,979.00
Total 180 Facilities	\$ 642,979.00
190 Accum Depr of Facilities	
1910 Accum amort lease imp	-66,189.06
Total 190 Accum Depr of Facilities	-\$ 66,189.06
Total Fixed Assets	\$ 967,235.60
TOTAL ASSETS	\$ 3,191,038.72
LIABILITIES AND EQUITY	
Liabilities	

Current Liabilities	
Accounts Payable	
200 Accounts Payable	
2000 Current payable	125,898.61
Total 200 Accounts Payable	\$ 125,898.61
Total Accounts Payable	\$ 125,898.61
Credit Cards	
210 Credit Accounts	
2100 School credit card	
2101 Will's credit card-9800	-205.89
2102 Aaron's credit card-0684	1,915.98
Total 2100 School credit card	\$ 1,710.09
Total 210 Credit Accounts	\$ 1,710.09
Total Credit Cards	\$ 1,710.09
Other Current Liabilities	
220 Accrued Expenses	
2200 Accrued salaries	326,122.94
2220 Accrued employee benefits	165.72
2240 Other accrued expenses	45,227.00
2299 Garnishments	0.00
Total 220 Accrued Expenses	\$ 371,515.66
230 Payroll Liabilities	
2360 EE pension payable	0.00
2380 Flexible spending account - Medical	7,581.16
2381 Flexible spending account - Dependent Care	-3,660.35
2390 Manual checks	-53.01
Total 230 Payroll Liabilities	\$ 3,867.80
240 Unearned Income	
2400 Unearned per-pupil revenue	0.00
2410 Unearned local revenue	19,446.00
Total 240 Unearned Income	\$ 19,446.00
250 Short-Term Debt	
2510 Line of credit	0.00
Total 250 Short-Term Debt	\$ 0.00
Total Other Current Liabilities	\$ 394,829.46
Total Current Liabilities	\$ 522,438.16
Long-Term Liabilities	
290 Suspended	
2900 Suspense	0.00
Total 290 Suspended	\$ 0.00
Total Long-Term Liabilities	\$ 0.00
Total Liabilities	\$ 522,438.16
Equity	
3900 Retained Earnings	2,662,488.87
Net Income	6,111.69
Total Equity	\$ 2,668,600.56
TOTAL LIABILITIES AND EQUITY	\$ 3,191,038.72

Ingenuity Prep
Profit and Loss
 July 2016 - June 2017

	Total
Income	
04 State and Local Revenue	
400 Per-Pupil Operating Revenue	
4000 Per-pupil alloc	4,221,158.45
4010 Per-pupil SpEd alloc	1,076,928.87
4011 Per-pupil SpEd ESY	21,724.69
4040 Per-pupil at risk	551,293.09
4050 Per-pupil adjustment	83,687.00
Total 400 Per-Pupil Operating Revenue	\$ 5,954,792.10
410 Per-Pupil Facility Income	
4100 Per-pupil facility alloc	1,174,623.97
Total 410 Per-Pupil Facility Income	\$ 1,174,623.97
420 Other Local Income	
4200 Local grants	23,012.60
4210 Local programs	13,623.50
Total 420 Other Local Income	\$ 36,636.10
Total 04 State and Local Revenue	\$ 7,166,052.17
05 Federal Revenue	
500 Federal Grants Revenue	
5000 ESEA Title 1	170,074.68
5001 ESEA Title 2	37,997.54
5003 IDEA 611	47,827.14
5004 IDEA 619	30.24
5030 Competitive federal grants	21,693.96
Total 500 Federal Grants Revenue	\$ 277,623.56
510 Federal Program Revenue	
5100 National school lunch prog	234,348.96
5103 Donated federal commodities	8,959.54
5104 Fresh fruit & vegetables prog	21,814.21
5110 E-rate program	53,754.34
Total 510 Federal Program Revenue	\$ 318,877.05
Total 05 Federal Revenue	\$ 596,500.61
06 Private Revenue	
600 Private Grants	
6020 Foundation grants	125,000.00
Total 600 Private Grants	\$ 125,000.00
620 Private Contributions	
6200 Individual contributions	18,020.00
6210 Corporate contributions	192.09
6220 Foundation contributions	460.00
Total 620 Private Contributions	\$ 18,672.09
650 Additional Revenue	
6500 Short-term investments	746.52
6560 Miscellaneous revenue	5,463.40
Total 650 Additional Revenue	\$ 6,209.92

Total 06 Private Revenue	<u>\$ 149,882.01</u>
Total Income	<u>\$ 7,912,434.79</u>
Gross Profit	<u>\$ 7,912,434.79</u>
Expenses	
07 Staff-Related Expense	
700 Curricular Salaries	
7000 Leadership salaries	186,860.30
7010 Teacher salaries	2,050,761.07
7011 SpEd teacher salaries	298,683.92
7013 Specials salaries	100,314.42
7014 Substitute salaries	20,625.03
7080 Curricular stipends	8,261.90
7090 Curricular bonuses	112,976.45
Total 700 Curricular Salaries	<u>\$ 2,778,483.09</u>
710 Supplemental Service Salaries	
7100 Student support salaries	472,784.54
7130 Business, operations salaries	470,845.44
Total 710 Supplemental Service Salaries	<u>\$ 943,629.98</u>
730 Management/Development Salaries	
7300 Executive salaries	260,100.00
7310 Development salaries	76,591.66
Total 730 Management/Development Salaries	<u>\$ 336,691.66</u>
740 Employee Benefits	
7400 Retirement plan contrib	49,711.30
7405 DCPS retirement plan contrib	6,076.49
7410 Health insurance	306,348.27
7420 Life and disability insurance	23,648.00
7460 Workers' comp insurance	29,441.00
Total 740 Employee Benefits	<u>\$ 415,225.06</u>
750 Payroll Taxes	
7500 Social security & medicare	305,886.15
7510 State unemployment tax	20,631.15
Total 750 Payroll Taxes	<u>\$ 326,517.30</u>
760 Professional Development	
7600 Staff development (non-travel)	229,077.77
7610 Staff development travel	36,486.51
Total 760 Professional Development	<u>\$ 265,564.28</u>
770 Contracted Staff	
7711 Curricular contract staff	165,345.00
7712 Sup service contract staff	36,022.50
Total 770 Contracted Staff	<u>\$ 201,367.50</u>
780 Other Staff Expense	
7800 Staff recruiting	82,689.29
7810 Staff background checks	1,490.00
7820 Staff meals, events & awards	40,802.70
7830 Staff travel (non-development)	910.36
Total 780 Other Staff Expense	<u>\$ 125,892.35</u>
Total 07 Staff-Related Expense	<u>\$ 5,393,371.22</u>
08 Occupancy Expense	
800 Occupancy Rent Expense	

8000 Rent	1,057,161.60
Total 800 Occupancy Rent Expense	\$ 1,057,161.60
810 Occupancy Service Expense	
8140 Facility consulting fees	35,000.00
Total 810 Occupancy Service Expense	\$ 35,000.00
Total 08 Occupancy Expense	\$ 1,092,161.60
09 Additional Expense	
900 Direct Student Expense	
9000 Student supplies, snacks	81,604.31
9010 Student assessment materials	13,686.80
9020 Student textbooks	47,998.43
9030 Student uniforms	13,933.32
9051 Contracted SpEd instruction	166,023.37
9060 Food service fees	307,766.74
9070 Student field trips	28,697.76
9074 Student transportation	5,747.00
9080 Student recruiting	41,357.96
9085 Student events	11,376.33
9090 Other student expenses	5,617.83
Total 900 Direct Student Expense	\$ 723,809.85
910 Office Expense	
9100 Office supplies	58,397.29
9110 Copier rental & services	90,026.93
9120 Telephone & telecommunications	89,256.47
9130 Postage, shipping, delivery	437.28
9140 External printing	146.22
Total 910 Office Expense	\$ 238,264.19
920 Business Expense	
9200 Business insurance	16,618.00
9210 Authorizer fees	77,565.93
9230 Accounting, auditing, payroll	109,253.91
9240 Legal fees	7,282.67
9260 Computer support fees	45,386.09
9280 Other professional fees	31,473.05
9290 Other expenses	3,918.42
Total 920 Business Expense	\$ 291,498.07
930 Dues, Fees & Losses	
9300 Dues, fees, and fines	11,560.83
Total 930 Dues, Fees & Losses	\$ 11,560.83
Total 09 Additional Expense	\$ 1,265,132.94
11 Depreciation	
11000 Operating asset depreciation	117,835.02
11010 Facility asset depreciation	37,822.32
Total 11 Depreciation	\$ 155,657.34
Total Expenses	\$ 7,906,323.10
Net Operating Income	\$ 6,111.69
Net Income	\$ 6,111.69

APPENDIX E. APPROVED FY18 BUDGET

FY2018 Budget - Board Approved 5/22/2017

Ingenuity Prep Public Charter School

Income Statement		SY17-18
Account		Future
Event		
Revenue		
01. Per Pupil Charter Payments		7,213,935
02. Per Pupil Facilities Allowance		1,529,317
03. Federal Entitlements		352,295
04. Other Government Funding/Grants		526,236
05. Private Grants and Donations		390,000
06. Activity Fees		-
07. Other Income (please describe in footnot		11,650
Total Revenue		10,023,433
Operating Expense		
Personnel Salaries and Benefits		
08. Principal/Executive Salary		1,139,325
09. Teachers Salaries		2,842,507
10. Teacher Aides/Assistance Salaries		-
11. Other Education Professionals Salaries		-
12. Business/Operations Salaries		573,313
13. Clerical Salaries		-
14. Custodial Salaries		-
15. Other Staff Salaries		648,247
16. Employee Benefits		955,795
17. Contracted Staff		275,000
18. Staff Development Expense		246,850
Total Personnel Salaries and Benefits		6,681,038
Direct Student Expense		
19. Textbooks		69,500
20. Student Supplies and Materials		136,206
21. Library and Media Center Materials		-
22. Student Assessment Materials		24,932
23. Contracted Student Services		173,673
24. Miscellaneous Student Expense **		62,148
Total Direct Student Expense		466,457
Occupancy Expenses		
25. Rent		1,376,385
26. Building Maintenance and Repairs		-

Income Statement		SY17-18
Account		Future
Event		
27. Utilities	-	
28. Janitorial Supplies	-	
29. Contracted Building Services	-	
Total Occupancy Expenses	1,376,385	
Office Expenses		
30. Office Supplies and Materials	88,870	
31. Office Equipment Rental and Maintenan	62,400	
32. Telephone/Telecommunications	81,365	
33. Legal, Accounting and Payroll Services	141,323	
34. Printing and Copying	2,541	
35. Postage and Shipping	1,263	
36. Other	182,671	
Total Office Expenses	560,433	
General Expenses		
37. Insurance	30,609	
38. Transportation	66,819	
39. Food Service	410,931	
40. Administration Fee (to PCSB)	86,701	
41. Management Fee	-	
42. Other General Expense	35,364	
43. Unforeseen Expenses	50,117	
Total General Expenses	680,541	
Total Ordinary Expenses	9,764,854	
Interest, Depreciation		
44. Depreciation Expense	205,594	
45. Interest Payments	-	
Total Interest, Depreciation	205,594	
Total Expenses	9,970,448	
Net Income	52,985	
Adjustments To Cash Flow		
Net Income	52,985	
Operating Activities	22,045	
Investing Activities	(67,336)	
Financing Activities	-	
Net cash increase for year	7,693	

Appendix D

**December 15, 2014 DC
PCSB board memorandum**

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<p>Charter Actions Requiring a Vote</p> <p><input type="checkbox"/> Approve a Charter Application (15 yrs.)</p> <p><input type="checkbox"/> Approve a Charter Renewal (15 yrs.)</p> <p><input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs.)</p> <p><input checked="" type="checkbox"/> Approve a Charter Amendment Request</p> <p><input type="checkbox"/> Give a Charter Notice of Concern</p> <p><input type="checkbox"/> Lift the Charter Notice of Concern</p> <p><input type="checkbox"/> Commence Charter Revocation Proceedings</p> <p><input type="checkbox"/> Revoke a Charter</p> <p><input type="checkbox"/> Board Action, Other _____</p> <p>Policies</p> <p><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment</p> <p><input type="checkbox"/> Approve a New Policy</p> <p><input type="checkbox"/> Approve an Amendment to an Existing Policy</p>	<p>Non-Voting Board Items</p> <p><input type="checkbox"/> Public Hearing Item</p> <p><input type="checkbox"/> Discussion Item</p> <p><input type="checkbox"/> Read into Record</p>
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PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Board Vote on Enrollment Ceiling Increase Requests:

- AppleTree Early Learning Public Charter School
- Creative Minds International Public Charter School
- DC Preparatory Academy Public Charter School
- Ingenuity Prep Public Charter School
- The Next Step/El Proximo Paso Public Charter School

DATE: December 15, 2014

A hearing on the following Board Actions occurred at the Public Charter School Board’s November 17, 2014 meeting. PCSB did not receive any public comment on this proposal.

Overview

The DC Public Charter School Board (“PCSB”) staff recommends that the Board approve, with modifications, the charter agreement amendment requests of the five schools listed below, and approve the PCSB Board Chair John H. “Skip” McKoy to sign each of the agreement amendments on behalf of the Board. AppleTree Early Learning Public Charter School (“PCS”), Creative Minds International PCS, DC Preparatory Academy PCS, Ingenuity Prep PCS, and The Next Step/El Proximo Paso PCS each submitted separate proposals to PCSB to amend their charter agreements for the purpose of increasing their enrollment ceilings. Notices of the proposed increases, the public hearing, and the public comment period were widely distributed, and separate web links to those documents may be found in Appendix G.

When considering these proposals, the board was encouraged to bear in mind [PCSB’s Enrollment Ceiling Increase Policy](#), found at Attachment A. Below is a summary of each school’s proposal and its strengths and weaknesses. Beginning at Attachment B, the documents include details of each proposal, including grade-by-grade information.

4. Ingenuity Prep Public Charter School

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Maximum
Current Ceiling	276	336	396	396	396	396	396
Proposed Ceiling	319	417	491	565	639	713	778
Increase	42	81	95	169	243	317	382

Rationale:

Ingenuity Prep PCS requests to increase its current enrollment ceiling by a total of 382 students, over the course of seven years, as described in the table above, resulting in a new maximum enrollment of 778 students for school year (“SY”) 2021-2022. School leaders are specifically seeking to accelerate the growth of the school’s prekindergarten (“PK”) program and wish to open additional PK classes (to scale to two PK-3 classes and three PreK-4 classes by SY 2015-2016). Subsequent changes in the school’s enrollment reflect their board’s intention to open a sufficient number of K-8th grade seats to serve all students who have come through their PreK program.

Assessment of Proposal:

Ingenuity Prep PCS currently operates in a single facility in Ward 8, and the school intends to continue operating in the same facility for future school years. For SY 2014-2015, the school met its enrollment projection within 93%, and in SY 2013-2014 the school met 100% of its enrollment projection. The school’s re-enrollment rate of 80% for SY 2013-2014 is higher than the standard of PCSB’s Enrollment Ceiling Policy, which is set at a 65% minimum. The school is not currently under any corrective action, but on March 13, 2014, Ingenuity Prep PCS received a notice of concern after being identified by PCSB as an outlier for having an exceptionally high truancy rate of 32.4%. The notice of concern was lifted on May 14, 2014, after PCSB staff noted that the school’s data showed “improvement in attendance for the majority of students who were defined as truant through February 28th (61% of truant students improved).” According to a PCSB review of the school’s most recent financial audit for fiscal 2013, no concerns were raised regarding the fiscal year (“FY”) 2013 audit. Ingenuity Prep PCS is in its second year of operation, so the school has not yet obtained accreditation. According to the 2014 Performance Management Framework (“PMF”) for SY 2013-2014, Ingenuity Prep PCS met 8/9 or 88% of the achievement targets on the Early Childhood PMF, exceeding PCSB’s enrollment ceiling increase criteria of meeting at least 2/3 of targets.

Beyond the criteria of the Enrollment Ceiling Policy, it is important to note that Ingenuity Prep PCS’s school leaders have proven to be very proactive in seeking improvement for their school. For example, they reached out to PCSB and other schools regarding best practices in reducing truancy, and they recently completed the Special Education Qualitative Assurance Review, just to name a few.

PCSB Staff Recommendation:

Given the school’s access to a facility, positive academic performance during SY 2013-2014, sufficient re-enrollment rate, and the very strong positive impression left by various board and staff visits to the school, in accordance with PCSB’s Enrollment Ceiling Policy, PCSB staff

recommends that the Board approve Ingenuity Prep PCS's enrollment ceiling increase request. However, given that the school is only in its second year of operation and only has one year of data to show, staff suggests the following condition. At the school's 5 year charter review, if the school's goals have not been sufficiently met, from SY 2018-2019 on, the future enrollment increases as written in this proposal would be void. If this occurs, the school enrollment ceiling would cease increasing, and remain 491, even if this means halting growth by grades.

For further details see [Appendix E](#).

Date: _____

PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal: _____

APPENDIX A

ENROLLMENT CEILING INCREASE POLICY (JULY, 2012)

A school must meet the following minimum criteria in order to be considered for an enrollment ceiling increase request:

- 1) Access to a facility to accommodate the projected enrollment (as demonstrated through a lease)
- 2) A history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years);
- 3) Currently not under corrective action;
- 4) At least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework; and,
- 5) If beyond Year Six of operation, the school is properly accredited (or at least a candidate for accreditation)

PCSB staff will generally recommend FOR an enrollment increase in the following cases:

- 1) For standard schools, a score of 65 or greater on the most recent PMF or for schools with non-tested grades, meeting over 2/3 of the school's accountability plan targets on the most recent accountability plan;
- 2) Re-enrollment rate of at least 80%;
- 3) Evidence of a wait list of at least the number of students planned in the enrollment increase;

PCSB staff will generally recommend AGAINST an enrollment increase in the following cases:

- 1) For standard schools, a score of less than 50 on the most recent PMF; For schools with non-tested grades, meeting fewer than 1/2 of the school's accountability plan targets on the most recent accountability plan;
- 2) Re-enrollment rates of lower than 65%;
- 3) No evidence of a wait list.

PCSB staff will generally base its decision on the totality of other factors (listed below) in the following cases:

- 1) PMF scores of between 50 and 64 on the most recent PMF; For schools with non-tested grades, meeting between 1/2 and 2/3 of the school's accountability plan targets on the most recent accountability plan;
- 2) For schools with three years or fewer of operating history.

Other factors to be considered:

- 1) Trends in academic performance;
- 2) Results of qualitative assessments of academic quality and operational capacity, such as PDRs or other instruments to be developed by PCSB; (this is particularly important for schools with three years or fewer of operating history);

- 3) Size of the requested increase;
- 4) Rationale for the requested increase.

Notes:

- For multi-campus schools, the above criteria are only for the campus for which the expansion is being requested.
- For schools with a PMF score and an Accountability Plan, both criteria parts of criteria 1 must be met.

APPENDIX E
Ingenuity Prep PCS

Background/Rationale	Eligibility based on Policy
<p>Ingenuity Prep PCS is scheduled to increase its enrollment each year by 60 as per its current charter agreement. They are requesting to increase the number of students in each grade level from its current 65 to 74. This increase of 9 students per grade level would begin in prekindergarten-4 (“PK4”) in SY 2015-2016, while PK3 would remain a smaller group of 50, and then expand to PK3, PK4, and kindergarten (“K”) in SY 2016-2017. Ultimately, the school proposes to serve 778 PK3 through eighth graders. The school was founded in April 2012, and it is currently in its second year of operation. Ingenuity Prep currently serves students in grades prekindergarten-3 through first grade, and the school intends to add a grade each year until it reaches capacity with a fourth grade cohort.</p> <p>The school requests to increase its enrollment ceiling because it believes there is a sufficient demand for its program in Southeast DC, where its current campus is located. Additionally, the school would like to increase its enrollment to provide high quality education to more students in the District, particularly students in grades prekindergarten-3 and prekindergarten-4, to ensure they are provided an adequate pipeline of educational services that will better prepare them for success in kindergarten. Ingenuity Prep believes an enrollment ceiling increase will allow the school to open additional prekindergarten-3 and prekindergarten-4 classes in the coming school years.</p> <p>According to the school’s report in its amendment request, “Ingenuity Prep took the first steps towards achieving its mission of ensuring students are prepared to be successful in college and beyond as impactful civic leaders. On assessments such as AppleTree’s ECR assessment and the NWEA MAP assessment, Ingenuity Prep’s students’ baseline achievement scores were among the lowest of available comparison datasets.” While PMF scores are not yet available for the school’s founding year, the data provided on page four of this proposal demonstrates the academic progress that the school reported for the 2013-2014 school year.</p>	<p>Access to a Facility <input checked="" type="checkbox"/></p> <p>Ingenuity Prep currently operates in a single facility in Ward 8. The school intends to continue operating in the same facility for future school years.</p> <hr/> <p>Enrollment History <input checked="" type="checkbox"/></p> <p>The enrollment ceiling for SY 2014-2015 is 216 and the school has a current unaudited enrollment of 201 students in grades prekindergarten-3 through first grade. In SY 2013-2014, 108 students were enrolled with an enrollment ceiling of 108.</p> <p>According to the school’s unaudited report, its re-enrollment rate for SY 2014-2015 was approximately 80%. The school reports that it currently has 60 students on its waitlist, of those students approximately 50% are in grades prekindergarten-3 and prekindergarten-4.</p> <hr/> <p>Corrective Action <input checked="" type="checkbox"/></p> <p>The school is not currently under any corrective action.</p> <hr/> <p>Fiscal Management <input checked="" type="checkbox"/></p> <p>According to a review completed by PCSB staff of the school’s most recent financial audit, no concerns were raised regarding the fiscal year (“FY) 2013 audit. PCSB staff found that the school seems to be doing well with a small budget.</p> <hr/> <p>Accreditation Status (N/A rating)</p> <p>According to PCSB’s records, Ingenuity Prep PCS is not currently accredited. The school is in its second year of operation.</p> <hr/> <p>Academics <input checked="" type="checkbox"/></p> <p>On the 203-14 EC PMF, 8 of 9 indicators were within the range of the floor and target. The PreK literacy progress target was missed. Two indicators had scores that hit the maximum target (both in CLASS).</p>

Ingenuity Prep Enrollment Ceiling Increase Request

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Aaron Cuny – Ingenuity Prep Public Charter School

SUBJECT: Request for an Enrollment Increase

DATE: October 15, 2014

REQUEST

Ingenuity Prep Public Charter School submits to the District of Columbia Public Charter School Board this request to increase its current enrollment ceiling of 276 to 319 for the 2015-16 school year, from 336 to 417 for the 2016-17 school year, from 396 to 491 for the 2017-18 school year, from 456 to 565 for the 2018-19 school year, from 546 to 639 for the 2019-20 school year, from 636 to 713 for the 2020-21 school year, and from 726 to 778 for the 2021-22 school year.

BACKGROUND

Please address all questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these notifications.

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; (3) and the expiration date of the school's charter agreement.

Approved in April 2012, Ingenuity Prep is currently in its second school year. Currently serving PreK3 through first grade, the school plans to add one grade level per year through 8th grade. The school's 15-year charter agreement expires in June 2028.

2. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

In its founding year, Ingenuity Prep took the first steps towards achieving its mission of ensuring students are prepared to be successful in college and beyond as impactful civic leaders. On assessments such as AppleTree's ECR assessment and the NWEA MAP assessment, Ingenuity Prep's students' baseline achievement scores were among the lowest of available comparison data sets. While PMF scores are not yet available for the school's founding year, the following academic progress can be reported for the 2013-14 school year:

- Over 90% of the school’s kindergarteners met the PMF achievement and/or growth target in both Reading (96.3%) and Math (92.6%). Both exceeded the Target scores earning 100% of the possible points.
 - On the 2013-14 ECE PMF, met or exceeded the Target score on 2 of 3 CLASS domains, earning 96% of the possible points.
 - Average PreK4 Every Child Ready math growth and PreK3 literacy growth was at/near the strongest in the AppleTree consortium.
 - On the NWEA MAP assessment, kindergarteners showed strong beginning of year (BOY) to end of year (EOY) growth as compared with their peers across the country:
 - Math
 - % of students in the top quartile, BOY to EOY: 9% to 28%
 - % of students in bottom quartile, BOY to EOY: 42% to 12%
 - Reading
 - % of students in the top quartile, BOY to EOY: 14% to 32%
 - % of students in bottom quartile, BOY to EOY: 21% to 5%
 - On the STEP reading assessment, kindergarteners showed strong growth towards grade-level benchmarks:
 - % of students on/above STEP 4, BOY to EOY: 0% to 41%
 - % of students on/above STEP 3 (publisher’s benchmark), BOY to EOY: 0% to 67%
 - % of students on/above STEP 2, BOY to EOY: 7% to 94%
3. List all notices of concerns, charter warnings, or corrective actions issued to the school by PCSB in the past five years, as well as how the school responded to such notices and warnings.

In March 2014, Ingenuity Prep received a Notice of Concern from the PCSB regarding its truancy rate, which surpassed the PCSB’s benchmark. In reflecting on this, the school identified a range of contributing factors, including the following;

- We underestimated the severity of the challenge, particularly in the winter months where our families were disproportionately impacted by severe weather.
- As a smaller organization, our operational capacity to engage in significant follow-up with families was less than optimal.
- We had inconsistent execution of some intervention action steps established earlier in the year.
- The data-set for the calculation was comprised only of kindergarteners, for whom this represented a first experience with compulsory attendance.
- We took an organizational stance against disenrolling any families for truancy.
- As a policy, we took only doctor’s notes to excuse absences, a stricter policy than typical.

To address this challenge, we took the following action:

- We ensured thorough and comprehensive tracking and analysis of a range of attendance data.
- We made personal calls to parents every day for every absence.
- We created an attendance intervention action plan with increasing degrees of follow-up and consequences (though, as noted above, we early on struggled to consistently execute on this plan).
- We made CFSA reports as required by law for students five and older and of our own volition for students younger than five.
- We engaged in a range of one-on-one meetings and home visits.
- We established a “perfect attendance recognition board” to celebrate families with strong achievement and growth in this area.
- We held weekly “perfect attendance parties” for students prior to Friday dismissal.
- We sought out the expertise and advice of others (including a contact at Haynes) and reviewed research (including a helpful report from LAUSD) around best practice.
- We hosted a series of parent meetings to reset expectations with parents and invest them in turning around, as a community, this area of concern.

As a result of improved outcomes on this front, in May 2014 the PCSB lifted our Notice of Concern. Additionally, on the SY13-14 ECE PMF, the school earned 70% of the possible points for Attendance across PreK and Kindergarten.

4. Summarize the school’s enrollment history for the previous five years, including (a) the school’s current enrollment; (b) the school’s current enrollment ceiling; (c) the school’s reenrollment rates; and (d) the number of students on the school’s waiting list each year.

In the first two years of operation, Ingenuity Prep has had strong enrollment numbers being fully enrolled and carrying a waiting list each year.

In SY 2013-14 serving PreK3 through Kindergarten, the school had a target of 108 students -- which was the same as the enrollment ceiling -- and achieved that goal with the audited enrollment being 108. During the application process, the school received more than 200 applications for the 108 seats available. In addition the school had more than 40 students on the waiting list during the school year.

In SY 2014-15 serving PreK3 through First Grade, the school had an enrollment target of 200 students with an enrollment ceiling of 216. While current enrollment numbers are unaudited, the school anticipates an audited enrollment of 201 students. While also unaudited, approximately 80% of students re-enrolled from SY14-15. During the application process, the school received more than 300 applications for approximately 120 seats (those available once our re-enrolled students filled seats). The school currently has 60 students on the waiting list -- with about 50% of that being in PreK3.

Proposed Enrollment Increase

1. Explain the school’s rationale for proposing to increase its student enrollment.

One of the factors driving Ingenuity Prep’s original growth plan - and corresponding enrollment plan - involved an estimation of the pace at which the school could scale students, families, and staff while still providing for strong quality control and, ultimately, excellent student outcomes. Another factor driving that growth plan was market demand for student seats and the viability of hitting proposed enrollment targets. The school now seeks an enrollment ceiling increase as it believes 1) sufficient demand from Southeast D.C. parents exists, thus ensuring enrollment viability and 2) the school can maintain a high level of programmatic quality control and provide even more students an excellent education.

With nearly the highest rate of families qualifying for TANF and SNAP of any charter school in the city, the school has found that new-to-Ingenuity-Prep students entering its kindergarten classrooms already present a large achievement deficit. To address this, the school seeks to accelerate the growth of its PreK program beyond what was originally scoped in the school’s charter application. The school’s PreK3 cohorts (24 in SY13-14 and SY14-15) and PreK4 cohorts (24 in SY13-14 and 48 in SY14-15) don’t yet provide the necessary pipeline into its kindergarten cohort (64 in SY14-15). Increasing the school’s enrollment ceiling will allow Ingenuity Prep to open additional PreK3 and PreK4 classes in the coming years, providing more deserving Southeast D.C. families a strong PreK option and ensuring a better-prepared, tighter pipeline of students into Ingenuity Prep’s kindergarten program.

With a robust teacher career pipeline, strong retention of its PreK teachers (100% last year), and strong program quality (last year’s average of Baseline/Mid-Year/Outcome CLASS scores was the highest in the AppleTree network for each of the three primary CLASS domains), the school believes it can accelerate PreK program growth while simultaneously ensuring strong program quality and excellent student achievement outcomes.

2. Complete the enrollment matrix included at the end of this document.

See below.

3. How will the proposed enrollment increase impact the school’s operations and finances? Provide a proposed budget and budget narrative.

The proposed enrollment increase will have a limited impact on the operations and finances of the school. As the proposed enrollment increase does not result in the establishment of a new campus, the school will not be taking on the large expenses that are typical of a new campus. Given the proposal is more of an expansion of the current site, the impact on school leadership, operational practices, and facilities are significant

less extensive. Additionally, with our current status in occupying a Building Hope incubator site, our facilities cost are set at a percentage of our enrollment making them reliable to forecast and flexible in the event enrollment targets were not met.

The largest impact we will see on the financial side is staffing increases due to the addition of classrooms to accommodate new students. As you can see in the attached proposed budget, even with these increased costs, the school maintains at least a net income surplus of 5% of revenues for each year and an average of 7% over the next five years.

Operationally, the largest impact the school will see is on the school facility. With the addition of more students, the school will need to acquire more space within the school building and renovate that space for the school's use. That being said, the school currently occupies a school building with significant opportunity for expansion. Currently, the building has more than 150,000 square feet of unutilized space. The school currently utilizes 20,000 sq/ft and will need to grow to 80,000 sq/ft. The additional 60,000 sq/ft. of needed space is available in the current building and discussions have already begun to acquire this additional space.

4. Will the proposed enrollment increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

Yes. As the school is currently located in a Building Hope incubator space, discussions with Building Hope around our long-term growth plans occurred prior to moving into the facility in June 2013 and regularly since then. Prior to this school year, additional space was acquired to accommodate the school's growth from 108 to 201 students. A certificate of occupancy was acquired well in advance of making use of the new space. The same process would be followed in future years as additional space is needed.

Our current facilities situation allows for substantial room for growth exceeding the space usage the school would need. The school, Building Hope, and UDC (the master leaseholders) are currently developing plans for the acquisition, design, and construction of the necessary space.

5. Has the school informed stakeholders (including staff, parents, and advisory neighborhood commissioners) of the proposed new campus? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

The proposed increase will not require the establishment of a new campus only an expansion of the usage of our current campus. The current campus has suitable space for the school to grow into with the proposed increase in student enrollment.

Ingenuity Prep Public Charter School

Enrollment Matrix – All Campuses

Although PCSB requests that schools detail their proposed enrollment through 2018-19, note that schools may only seek approval for an enrollment increase for the school years remaining before the school’s next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

Grade	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22
Pre-School	50	74	74	74	74	74	74
Pre-Kindergarten (Pre-K)	74	74	74	74	74	74	74
Kindergarten	65	74	74	74	74	74	74
Grade 1	65	65	74	74	74	74	74
Grade 2	65	65	65	74	74	74	74
Grade 3		65	65	65	74	74	74
Grade 4			65	65	65	74	74
Grade 5				65	65	65	74
Ungraded ES							
Grade 6					65	65	65
Grade 7						65	65
Grade 8							65
Ungraded MS/ JHS							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
Ungraded SHS							
Alternative							
Special Ed Schools							
Adult							
LEA Total	319	417	491	565	639	713	778
Projected % - Special Needs	10%	11%	12%	12%	12%	12%	12%
Projected % - ELL	0%	0%	0%	0%	0%	0%	0%
# Campuses*	1	1	1	1	1	1	1

**Ingenuity Prep
Five Year Operating Budget**

REVENUE	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Per Pupil Charter Payments	\$1,909,282	\$3,348,978	\$5,286,689	\$8,894,491	\$8,275,761	\$9,566,927
Federal Entitlements	\$376,182	\$641,843	\$567,669	\$750,903	\$929,592	\$1,094,278
Income from Grants and Donations	\$619,513	\$315,400	\$345,172	\$198,027	\$200,968	\$103,897
Activity Fees	\$1,000	\$0	\$0	\$0	\$0	\$0
Other Income	\$2,885	\$4,603	\$4,919	\$5,403	\$5,813	\$6,253
TOTAL REVENUES	\$2,907,863	\$4,310,824	\$6,204,649	\$7,938,824	\$9,412,134	\$10,771,455
ORDINARY EXPENSE						
Personnel Salaries and Benefits	\$1,657,310	\$2,509,826	\$3,635,663	\$4,448,732	\$5,100,162	\$5,670,650
Direct Student Expense	\$254,160	\$279,600	\$408,591	\$538,096	\$657,395	\$772,133
Occupancy Expenses	\$259,200	\$552,960	\$681,971	\$1,152,922	\$1,357,517	\$1,562,112
Office Expenses	\$158,921	\$226,942	\$302,845	\$382,499	\$442,074	\$512,924
General Expenses	\$175,840	\$345,208	\$566,179	\$768,134	\$920,225	\$1,079,432
TOTAL ORDINARY EXPENSES	\$2,505,431	\$3,814,817	\$5,015,268	\$7,292,383	\$8,477,373	\$9,597,250
NET ORDINARY INCOME	\$402,432	\$396,006	\$389,379	\$646,440	\$934,761	\$1,174,205
Depreciation Expense	\$40,286	\$67,077	\$105,592	\$114,827	\$155,805	\$179,706
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0
NET INCOME	\$362,146	\$328,929	\$283,787	\$531,613	\$778,956	\$994,419
RESERVE	12%	8%	5%	7%	8%	9%
FUND BALANCE						
Beginning Fund Balance	\$161,591	\$523,737	\$852,666	\$1,136,453	\$1,668,066	\$2,447,022
Change in Net Assets	\$362,146	\$328,929	\$283,787	\$531,613	\$778,956	\$994,419
ENDING FUND BALANCE	\$523,737	\$852,666	\$1,136,453	\$1,668,066	\$2,447,022	\$3,441,441
ENROLLMENT	108	200	319	417	491	566

Five Year Capital Budget

Computers and Materials	\$50,000	\$58,750	\$70,298	\$59,145	\$134,952	\$93,980
Classroom Furnishings and Supplies	\$77,000	\$42,500	\$73,645	\$74,263	\$72,666	\$81,599
Office Furnishings and Equipment	\$44,500	\$20,000	\$21,630	\$18,974	\$14,205	\$13,506
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$181,500	\$129,250	\$175,573	\$160,383	\$231,824	\$199,086



Part C: Non-Material Charter Amendment Request

***ONLY complete Part C if applying to amend one of the following:**

- Increasing Enrollment Ceiling;
- Articles of Incorporation and Bylaws;
- Operation of Additional Campuses (w/ no change to grade configurations);
- LEA Status for Special Education; or
- Voluntary Closure of a Campus or Grade Level(s)

**If applying to amend more than 1 of the above mentioned items, please duplicate this form and complete a separate request for each.*

Non-Material Amendment Request

The Next Step PCS submits to the DC Public Charter School Board ("PCSB") this request to amend the **Increasing Enrollment Ceiling** included in its charter by amending its enrollment ceiling. If approved, this amendment will be effective **8/1/2015**.

1. Explain the school's rationale for amending its enrollment ceiling.

TNSPCS has met enrollment targets every year, and will do so again this year. Demand for the school's program continues to be high and the waiting list is long. The city has an estimated 10,000 "disconnected youth," with only approximately 3000 seats available in educational programs. We have the capacity currently to expand our evening program. Should our tenant decide to move to their own quarters, we would also have more space during the daytime.

2. How will the new enrollment ceiling support or enhance the school's mission?

The new enrollment ceiling will allow TNS to serve more disconnected youth, including the large population of overage and under-credited English language learners who require a specialized program to compensate for poor academic backgrounds in their native language, as well as lack of English proficiency and significant life challenges. Having full-time day and part-time evening programs with English GED, Spanish GED and ESL components gives these students, many of whom have children and/or work, the scheduling as well as programmatic flexibility that they require and which can be difficult to obtain in other programs.

3. Has the school informed stakeholders (including the ANC, staff and parents) of the proposed amendment? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

The ANC has approved a unanimous resolution supporting TNSPCS' enrollment ceiling increase. No concerns were raised, given that TNS students all take public transportation and most staff do, as

well. Staff are aware of plans to continue to grow the evening program and support expansion to the extent supported by our facility, as long as class sizes are kept small and student support services are robust. Few students live with their parents, as many students are adults.

4. If this request is for an additional campus, please describe all funds (including public and private) the school has earmarked for this new campus. (If not applicable, please write *N/A*.)

NA

5. If proposing an enrollment ceiling increase, summarize the school's enrollment history for the previous five years: (If not applicable, please write *N/A*.)

2013-14 316

2012-13 250 (277 audited; first year in new, larger facility)

2011-12 158

2010-11 144

2009-10 112

(a) The school's current enrollment: 340

(b) The school's current enrollment ceiling: 350

(c) The school's reenrollment rates: 69% "retention" rate [adult schools measured by post-testing rate]

(d) The number of students on the school's waiting list each year: 185 currently (fluctuates throughout the year)

APPENDIX G

ANC, Councilmember, DC Register and Website Notifications

Please use the links below to view the notices submitted to the public for each school's charter amendment petition to increase the school's enrollment ceiling for SY 2015-2016.

AppleTree Early Learning Public Charter School

<http://bit.ly/1uxcAYY>

Creative Minds International Public Charter School

<http://bit.ly/1z2QSLc>

DC Preparatory Academy Public Charter School

<http://bit.ly/1wA45Mk>

Ingenuity Prep Public Charter School

<http://bit.ly/10Z03kG>

Next Step/El Proximo Paso Public Charter School

<http://bit.ly/1E1U3k9>

Appendix E

**April and May 2014 DC
PCSB board memoranda**

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input checked="" type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Tim Harwood – Equity & Fidelity Team

SUBJECT: Truancy Policy – Notices of Concern

DATE: April 23, 2014

Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that the Board issue a Notice of Concern to schools that reached the truancy threshold according to PCSB’s Truancy Policy (August 19, 2013) based on data collected from the beginning of School Year 2013-14 through February 28, 2014. The following schools have truancy rates that are above 20% for elementary and middle schools, 25% for high schools, or 35% for schools designated by PCSB as eligible for alternative accountability.

- Somerset Prep PCS: 23.1% truancy rate (verified on March 14, 2014)
- Excel Academy PCS: 20.6% (verified on March 24, 2014)
- Friendship PCS – Blow Pierce Middle: 29.3% (verified on March 25, 2014)
- Ingenuity Prep PCS: 26.9% (verified on March 13, 2014)
- Perry Street Prep PCS: 29.6% (verified on March 13, 2014)

As per the Truancy policy, the Notice of Concern can be lifted the following quarter based upon improvement in the following categories:

- Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)

- Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
- Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

Background

DC law defines “chronically truant” as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18. Schools must stay below the truancy rate thresholds outlined below.

- Traditional LEAs must maintain a truancy rate at or below 20% (25% for high schools). Schools that have a truancy rate over 20% (25% for high schools) may be subject to a Notice of Concern.
- Officially designated alternative LEAs must maintain a truancy rate at or below 35%. Schools that have a truancy rate over 35% may be subject to a Notice of Concern.
- Upon review of the school’s attendance data in the following month(s), the Notice of Concern can be lifted based upon improvement in the following categories:
 - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
 - Improvement in attendance for the majority of students who were defined as truant (10 days)
 - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

Date: _____ PCSB Action: _____Approved _____Approved with Changes _____Rejected Changes to the Original Proposal/Request: _____ _____ _____ _____
--

POLICY TITLE:		
Attendance and Truancy Policy		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
August 18, 2008	August 19, 2013	N/A
LEGAL AUTHORITY:		
D.C. Code § 4-1345.01(1)(L); § 38-1802.11(a)(1)(B)-(C); 5 DCMR 2101.9		

This policy is set forth to establish the attendance and truancy levels that D.C. public charter schools are expected to adhere to as set by the D.C. Public Charter School Board (PCSB).

POLICY STATEMENT

Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis. High schools must maintain a truancy rate at or below 25%; to *lift* a Notice of Concern, for the *whole school* population including previously truant students, the truancy rate for high schools cannot exceed 35%.

Officially designated alternative schools/LEAs must maintain a truancy rate at or below 35%; to *lift* a Notice of Concern, for the whole school population including previously truancy students, the truancy rate for alternative schools cannot exceed 45%.

Based on quarterly reports to the PCSB, schools that do not meet these attendance and truancy requirements will receive Board action.

Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.

The PCSB staff will continue to provide truancy prevention technical assistance to schools.

PROCEDURE

Attendance

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 20% attendance ceiling established by PCSB. Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$$\frac{\text{days present} + \text{days excused}}{\text{days enrolled}}$$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

Those schools whose quarterly truancy rate exceeds 20% (25% for high schools, 35% for alternative LEAs) at the end of the second quarter will be issued a Notice of Concern by PCSB. A Notice of Concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous quarter(s). This designated percentage will be based upon baseline data of truancy rates from SY 2011- 2012, and may be amended based upon attendance trends. The Notice of Concern can be lifted the following quarter based on improvement in the following categories:

- Improvement in the percentage of instructional days lost for the whole school, defined as:

$$\frac{\text{total unexcused} + \text{total excused}}{\text{total \# days enrolled}}$$

- Improvement in attendance for the majority of students who were defined as truant (10 days or more) in the previous quarter(s)
- Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter (for the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs).

It is at the Board's discretion to determine whether a Notice of Concern will be lifted if a school's truancy rate decreases only due to truant students being expelled or withdrawn. All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar.

Truancy

The absence of any school-age child from any portion of the school day without a valid excuse is considered truancy. Schools must establish a policy for monitoring, reporting,

addressing, and evaluating attendance that includes the following:

- A procedure for personal contact with parent/guardian for each unexcused absence
- A continuum meaningful supports, incentives, intervention strategies, and consequences for absenteeism
- A referral process whereby within two days of the accumulation of five or more unexcused absences within one marking period, a student shall be referred to a school-based student support team; this team shall review attendance and related issues, communicate and collaborate with parents, provide timely response to truant behavior, make recommendations for services, use resources to abate the truancy, develop an intervention plan
- At the point of ten or more unexcused absences, the school administration is required to develop an immediate intervention plan
- An appeals process, including due process, for petitioning any attendance violation decisions made by the LEA

Additionally, each LEA should develop a process to contact specific D.C. governmental agencies for the following situations:

- For all students, after the point of ten unexcused absences during one school year, the Metropolitan Police Department and the Office of the State Superintendent of Education shall be contacted within two business days
- For those students between five and thirteen years of age, at the point of ten consecutive unexcused absences, Child and Family Services Agency shall be contacted within two school days
- For those students between five and thirteen years of age, at the point of twenty unexcused absences within one school year, Child and Family Services Agency shall be contacted within two school days
- For those students over the age of thirteen, at the point of twenty-five or more unexcused absences within one school year, the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section should be contacted within two school days

Truancy rates (determined by the percentage of compulsory school-age students within a school campus with 10 or more unexcused absences for all students ages 5-18) are calculated by PCSB quarterly with the attendance pulled from ProActive. For the first quarter PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students and the number/names of all students who were chronically truant (10 or more days for all students). The data reviews will be divided as follows:

- 1st review: August – September 30th (results reported on December 1st)
- 2nd review: October 1st – November 31st (results reported on February 1st)
- 3rd review: December 1st – January 31st (results reported on April 1st)
- 4th review: February 1st – March 31st (results reported on June 1st)
- Final review of the *whole school* population: August– June 30th (results expected in August)

Schools who have reached the 20% ceiling for truancy will be issued a Notice of Concern by the PCSB. This designated percentage will be based upon baseline data of truancy rates from SY 2011- 2012, and may be amended based upon attendance trends. It is at the Board's discretion to determine whether a Notice of Concern will be lifted if a school's truancy rate decreases only due to truant students being expelled. Continued inability to reduce truancy below the 20% ceiling will result in a Notice of Deficiency.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input checked="" type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Tim Harwood – Equity & Fidelity Team

SUBJECT: Lift Notices of Concern - Truancy Policy

DATE: May 19, 2014

Proposal/Request

The DC Public Charter School Board (“PCSB”) staff requests that the Board lift the Notice of Concern for Truancy issued on March 17, 2014 and April 23, 2014 for those schools which have demonstrated improvement in truancy per the Truancy Policy (August 19, 2013) requirements.

- Maya Angelou PCS—Middle and High School Campuses
- Somerset Prep PCS
- Ingenuity Prep PCS
- Perry Street Prep PCS

Background

The Notice of Concern may be lifted the following quarter based upon improvement in each of the categories below. Each of the schools listed have demonstrated improvement in these areas.

- Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled; the inverse formula is In-Seat Attendance)
- Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)

- Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

*Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.

- **Maya Angelou PCS – High School:**
 - Improvement in the In-Seat Attendance rate for the whole school from 73.6% to 79.1%
 - Improvement in attendance for the majority of students who were defined as truant through January 31st (51% of truant students improved—overall ISA of these students decreased from 62.5% to 60.8)
 - The truancy rate for the student population, excluding those who were already truant, is 9.4%. The overall rate for the whole school is 55.4%, however documentation from the school was provided to show the following efforts: *a new excused absence log where counselors record caregivers' reasons for an excused absence when students fail to bring in notes after repeated requests; timely manifestation meetings for special education students; implementation of incentives for improved attendance and PBIS practices; weekly data talks with teachers and counselors; parent meetings in our Family Engagement Center; weekly ALERT NOW calls**.

- **Maya Angelou PCS – Middle School:**
 - Improvement in the In-Seat Attendance rate for the whole school from 78.3% to 85.4%.
 - Improvement in attendance for the majority of students who were defined as truant through January 31st (73% of truant students improved—overall ISA of these students increased from 64.4% to 75.4%)
 - The truancy rate for the student population, excluding those who were already truant, is 8.5%. The overall rate for the whole school is 48.4%, however documentation from the school was provided to show the efforts made by the school to improve attendance—*see above under Maya Angelou PCS High School**.

- **Somerset PCS:**
 - Improvement in the In-Seat Attendance rate for the whole school from 88.5% to 91.4%.
 - Improvement in attendance for the majority of students who were defined as truant through February 28th (90% of truant students improved—overall ISA

of these students increased from 70.5% to 88.6%; much of this change was due to cleanup of previous data discrepancies)

- The truancy rate for the student population, excluding those who were already truant, is 5.0%. The overall rate for the whole school is 10.6%.
- **Ingenuity Prep PCS:**
 - Improvement in the In-Seat Attendance rate for the whole school from 87.0% to 87.5%.
 - Improvement in attendance for the majority of students who were defined as truant through February 28th (61% of truant students improved—overall ISA of these students increased from 80.1% to 83.1%)
 - The truancy rate for the student population, excluding those who were already truant, is 5.5%. The overall rate for the whole school is 32.4%, however documentation from the school was provided to show the following efforts: *new tracking and analyzation of data; a staff member designated to call families after student absences; an intervention action plan; positive public recognition of families of students with strong attendance records; the school has reached out to E.L. Haynes PCS to learn from their best practices**.
- **Perry Street Prep PCS:**
 - Improvement in the In-Seat Attendance rate for the whole school from 86.4% to 87.2%.
 - Improvement in attendance for the majority of students who were defined as truant through February 28th (57% of truant students improved—overall ISA of these students increased from 70.3% to 73.5%)
 - The truancy rate for the student population, excluding those who were already truant, is 12.5%. The overall rate for the whole school is 33.7%.

DC law defines “chronically truant” as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18. Schools must stay below the truancy rate thresholds outlined below.

- Traditional LEAs must maintain a truancy rate at or below 20% (25% for high schools). Schools that have a truancy rate over 20% (25% for high schools) may be subject to a Notice of Concern.
- Officially designated alternative LEAs must maintain a truancy rate at or below 35%. Schools that have a truancy rate over 35% may be subject to a Notice of Concern.
- Upon review of the school’s attendance data in the following month(s), the Notice of Concern can be lifted based upon improvement in the school’s truancy and attendance rates.



Date: 5/19/14

PCSB Action: Approved Approved with Changes Rejected

Changes to the Original Proposal/Request: _____

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input checked="" type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Tim Harwood – Equity & Fidelity Team

SUBJECT: Truancy Policy – Notices of Concern

DATE: March 17, 2014

Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that the Board issue a Notice of Concern to schools which reached the truancy threshold according to PCSB’s Truancy Policy (August 19, 2013) based on data through January 31, 2014. The following schools have truancy rates that are above 20% (25% for high schools, 35% for schools designated by PCSB as eligible for alternative accountability).

- Hospitality High PCS: 40% truancy rate (verified on February 12, 2014)
- Maya Angelou PCS – High School: 42% truancy rate (verified on February 18, 2014)
- Maya Angelou PCS – Middle School: 37% truancy rate (verified on February 18, 2014)

As per the Truancy policy, the Notice of Concern will be lifted if the school shows improvement in their student attendance as detailed below.

- The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
 - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)

- Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
- Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

Background

DC law defines “chronically truant” as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18. Schools must stay below the truancy rate thresholds outlined below.

- Traditional LEAs must maintain a truancy rate at or below 20% (25% for high schools). Schools that have a truancy rate over 20% (25% for high schools) may be subject to a Notice of Concern.
- Officially designated alternative LEAs must maintain a truancy rate at or below 35%. Schools that have a truancy rate over 35% may be subject to a Notice of Concern.
- Upon review of the school’s attendance data in the following month(s), the Notice of Concern can be lifted based upon improvement in the following categories:
 - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
 - Improvement in attendance for the majority of students who were defined as truant (10 days)
 - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

Date: 5/19/14

PCSB Action: Approved Approved with Changes Rejected

Changes to the Original Proposal/Request:

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input checked="" type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Tim Harwood – Equity & Fidelity Team

SUBJECT: Truancy Policy – Notices of Concern

DATE: April 23, 2014

Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that the Board issue a Notice of Concern to schools that reached the truancy threshold according to PCSB’s Truancy Policy (August 19, 2013) based on data collected from the beginning of School Year 2013-14 through February 28, 2014. The following schools have truancy rates that are above 20% for elementary and middle schools, 25% for high schools, or 35% for schools designated by PCSB as eligible for alternative accountability.

- Somerset Prep PCS: 23.1% truancy rate (verified on March 14, 2014)
- Excel Academy PCS: 20.6% (verified on March 24, 2014)
- Friendship PCS – Blow Pierce Middle: 29.3% (verified on March 25, 2014)
- Ingenuity Prep PCS: 26.9% (verified on March 13, 2014)
- Perry Street Prep PCS: 29.6% (verified on March 13, 2014)

As per the Truancy policy, the Notice of Concern can be lifted the following quarter based upon improvement in the following categories:

- Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)

- Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
- Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

Background

DC law defines “chronically truant” as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18. Schools must stay below the truancy rate thresholds outlined below.

- Traditional LEAs must maintain a truancy rate at or below 20% (25% for high schools). Schools that have a truancy rate over 20% (25% for high schools) may be subject to a Notice of Concern.
- Officially designated alternative LEAs must maintain a truancy rate at or below 35%. Schools that have a truancy rate over 35% may be subject to a Notice of Concern.
- Upon review of the school’s attendance data in the following month(s), the Notice of Concern can be lifted based upon improvement in the following categories:
 - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
 - Improvement in attendance for the majority of students who were defined as truant (10 days)
 - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

Date: _____ PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected Changes to the Original Proposal/Request: _____ _____ _____ _____

POLICY TITLE:		
Attendance and Truancy Policy		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
August 18, 2008	August 19, 2013	N/A
LEGAL AUTHORITY:		
D.C. Code § 4-1345.01(1)(L); § 38-1802.11(a)(1)(B)-(C); 5 DCMR 2101.9		

This policy is set forth to establish the attendance and truancy levels that D.C. public charter schools are expected to adhere to as set by the D.C. Public Charter School Board (PCSB).

POLICY STATEMENT

Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis. High schools must maintain a truancy rate at or below 25%; to *lift* a Notice of Concern, for the *whole school* population including previously truant students, the truancy rate for high schools cannot exceed 35%.

Officially designated alternative schools/LEAs must maintain a truancy rate at or below 35%; to *lift* a Notice of Concern, for the whole school population including previously truancy students, the truancy rate for alternative schools cannot exceed 45%.

Based on quarterly reports to the PCSB, schools that do not meet these attendance and truancy requirements will receive Board action.

Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.

The PCSB staff will continue to provide truancy prevention technical assistance to schools.

PROCEDURE

Attendance

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 20% attendance ceiling established by PCSB. Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$$\frac{\text{days present} + \text{days excused}}{\text{days enrolled}}$$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

Those schools whose quarterly truancy rate exceeds 20% (25% for high schools, 35% for alternative LEAs) at the end of the second quarter will be issued a Notice of Concern by PCSB. A Notice of Concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous quarter(s). This designated percentage will be based upon baseline data of truancy rates from SY 2011- 2012, and may be amended based upon attendance trends. The Notice of Concern can be lifted the following quarter based on improvement in the following categories:

- Improvement in the percentage of instructional days lost for the whole school, defined as:

$$\frac{\text{total unexcused} + \text{total excused}}{\text{total \# days enrolled}}$$

- Improvement in attendance for the majority of students who were defined as truant (10 days or more) in the previous quarter(s)
- Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter (for the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs).

It is at the Board's discretion to determine whether a Notice of Concern will be lifted if a school's truancy rate decreases only due to truant students being expelled or withdrawn. All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar.

Truancy

The absence of any school-age child from any portion of the school day without a valid excuse is considered truancy. Schools must establish a policy for monitoring, reporting, addressing, and evaluating attendance that includes the following:

- A procedure for personal contact with parent/guardian for each unexcused absence
- A continuum meaningful supports, incentives, intervention strategies, and consequences for absenteeism
- A referral process whereby within two days of the accumulation of five or more unexcused absences within one marking period, a student shall be referred to a school-based student support team; this team shall review attendance and related issues, communicate and collaborate with parents, provide timely response to truant behavior, make recommendations for services, use resources to abate the truancy, develop an intervention plan
- At the point of ten or more unexcused absences, the school administration is required to develop an immediate intervention plan
- An appeals process, including due process, for petitioning any attendance violation decisions made by the LEA

Additionally, each LEA should develop a process to contact specific D.C. governmental agencies for the following situations:

- For all students, after the point of ten unexcused absences during one school year, the Metropolitan Police Department and the Office of the State Superintendent of Education shall be contacted within two business days
- For those students between five and thirteen years of age, at the point of ten consecutive unexcused absences, Child and Family Services Agency shall be contacted within two school days
- For those students between five and thirteen years of age, at the point of twenty unexcused absences within one school year, Child and Family Services Agency shall be contacted within two school days
- For those students over the age of thirteen, at the point of twenty-five or more unexcused absences within one school year, the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section should be contacted within two school days

Truancy rates (determined by the percentage of compulsory school-age students within a school campus with 10 or more unexcused absences for all students ages 5-18) are calculated by PCSB quarterly with the attendance pulled from ProActive. For the first quarter PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students and the number/names of all students who were chronically truant (10 or more days for all students). The data reviews will be divided as follows:

- 1st review: August – September 30th (results reported on December 1st)
- 2nd review: October 1st – November 31st (results reported on February 1st)
- 3rd review: December 1st – January 31st (results reported on April 1st)
- 4th review: February 1st – March 31st (results reported on June 1st)
- Final review of the *whole school* population: August– June 30th (results expected in August)

Schools who have reached the 20% ceiling for truancy will be issued a Notice of Concern by the PCSB. This designated percentage will be based upon baseline data of truancy rates from SY 2011- 2012, and may be amended based upon attendance trends. It is at the Board's discretion to determine whether a Notice of Concern will be lifted if a school's truancy rate decreases only due to truant students being expelled. Continued inability to reduce truancy below the 20% ceiling will result in a Notice of Deficiency.

Appendix F

PMF as Goals Policy

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014 Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

PURPOSE of this Revision

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

Fifth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Tenth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

¹ See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

Charter Renewal and Every Review Thereafter

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

Tier 3 PMF Results

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

Additional Review Outside of 5-year Cycle

DC PCSB may, as permitted by law,² elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7th year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12th year of operation, DC PCSB would

² D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.

conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.³ At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

In order to be deemed as having fully met⁴ the charter goals and academic achievement expectations, the campus will need to have:

- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

⁴ DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

- review schools; OR
- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
 - Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
 - SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:



Darren Woodruff
DC PCSB Board Chair

Appendix G

QSR Report



July 18, 2017

Peter Winik, Board Chair
Ingenuity Prep PCS
4600 Livingston Road SE
Washington, DC 20032

Dear Mr. Winik:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 5-year Charter Review during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Ingenuity Prep PCS between May 22, 2017 through June 2, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Ingenuity Prep PCS.

| Sincerely,


Naomi DeVeaux
Deputy Director

Enclosures
cc: Aaron Cuny and Will Stoetzer, Executive Directors

Qualitative Site Review Report

Date: July 18, 2017

Campus Information

Campus Name: Ingenuity Prep Public Charter School

Ward: 8

Grade levels: PK3 - 3rd grade

Qualitative Site Review Information

Reason for visit: School eligible to petition for 5-year Charter Review during 2017-18 school year

Two-week window: May 22, 2017 – June 2, 2017

QSR team members: 2 DC PSCB consultants including one special education specialist

Number of observations: 12

Total enrollment: 376

Students with Disabilities enrollment: 66

In-seat attendance on the days the QSR team conducted observations:

Visit 1: May 22, 2017 – 82.7%

Visit 2: May 31, 2017 – 87.1%

Visit 3: June 1, 2017 – 90.2%

Visit 4: June 2, 2017 – 76.2%

Summary

Ingenuity Prep Public Charter School's (Ingenuity Prep PCS) mission is to prepare its students to succeed in college and beyond as impactful civic leaders. Ingenuity Prep PCS offers a clean and welcoming environment for students. Adults monitored hallways, the front lobby, and worked with students on tests and classwork in the large common areas. The hallways are lined with student work and general information for families. Students walked in lines with adults and demonstrated a clear understating of schoolwide expectations. There are three adults in each classroom with one master teacher and two resident or associate teachers sharing teaching responsibilities and behavior support. For a school in its fourth year of operation, the strong Danielson Framework scores, detailed later in this report, are commendable.

During the QSR two-week window, the team used the Charlotte Danielson Framework for Teaching to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 85% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component in this domain was *Managing Classroom Procedures* with 100% of observations rated as proficient. Overall classrooms were marked by clear and efficient procedures resulting in little lost instructional time. In the lowest rated component, *Managing Student Behavior*, 67% of observations were rated as proficient. In a few observations adult responses to student misbehaviors were delayed or uneven in implementation. Students in these observations did not consistently respond to teacher redirection.

The QSR team scored 87% of observations as distinguished or proficient in the Instruction domain. In the component *Communicating with Students*, 100% of observations were

proficient or distinguished. Teachers clearly explained content using analogies, modeling and sharing real-world examples. The lowest rated component was *Engaging Students in Learning* with 75% of observations rated as proficient. In most observations teachers used a variety of teaching strategies such as turn-and-talk and varied instructional groupings to engage students. However in some observations students not working directly with the teacher remained off-task.

In-School Suspension

A QSR team member observed two behavior classrooms. In one classroom there were three students and one adult. According to the behavior intervention teacher, two of the three students were there for uniform infractions. The teacher requested work for two students while the other student colored. In the other classroom between two and four students were present with one adult. One student worked on a letter to his mother, two sat quietly and did no work, and one was in emotional crisis and did not respond to a series of teacher interventions. This student threw and kicked chairs and a fan while yelling extreme profanity. After a series of interventions by the teacher, the student was placed in the "blue room". The safe room is a small room with blue padded walls and a small window in the door. The student was placed in this room by two adults as he yelled and kicked insisting that he did not want to go. Adults monitored the student both by being in the room and peering through the window.

Governance

On April 3, 2017, a DC PCSB staff member observed the Ingenuity Prep PCS board meeting. A quorum was present. The board presented meeting materials including previous meeting minutes for approval and slide decks with financial updates, projections, and long-term plans. The agenda included electing a parent board member, a report out from the Associate Director of Operations on an equity and inclusion initiative, a preview of the Fiscal Year 2018 budget, and updates on finance, development, real estate, and state of the school.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Ingenuity Prep PCS provided answers to specific questions posed by DC PCSB regarding the provision of instruction to Students with Disabilities (SWD). Reviewers looked for evidence of the school's articulated program in their observations and saw some evidence of the described methods of supporting SWD in the general education environment. Overall, however, observed support for students with disabilities was consistent across classrooms and the articulated program was implemented with fidelity.

- The school noted that teachers have access to differentiated curriculum, special education teachers, a speech and language pathologist (SLP), school psychologist and the intervention coordinator to support students with disabilities. The special education reviewer observed the SLP as push-in support for one child during a small group literacy lesson. The SLP sat behind the child prompting and redirecting when necessary during the lesson. In a resource room a student failed to follow the teacher's directions to get in line and follow the class to the bathroom. The Intervention Coordinator removed the student from the class. In one observation a special education teacher reviewed sight words as a pre-teaching method before a

literacy lesson in a general education class. The special education teacher used a variety of methods to engage the students, such as sky writing, repetition and imagery.

- The school stated that the general and special educators use exit tickets, quizzes, work samples, and student observations to gauge the understanding specifically for SWD. The QSR team did not directly observe the use of exit tickets or work samples to gauge understanding of SWD. In one classroom students completed benchmark testing.
- The school noted that differentiation in inclusive classrooms can take a variety of forms: small group instruction for homogeneously grouped students working on the same skill; parallel instruction led by a special education teacher lending more specific support in a larger group lesson; and special education teachers supporting SWDs during general education lessons by scaffolding the work. This reviewer observed the use of small group instruction. In one resource room during a literacy lesson the teacher used a marker to divide the table into separate areas so that she could reward and give individual support and space. Four students participated in the literacy lesson aimed at strengthening sight work vocabulary. In the same resource room, the special educator worked with one child on a reading assignment. The special educator prompted the child to “use your finger to help with the words.” The special education teacher supported the students’ decoding skills as he read.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission: Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.</p>	<p>The QSR team observed evidence that Ingenuity Prep is working to meet its mission. Learning is a focus in every classroom and teachers emphasized the importance of learning at every opportunity. In the Danielson framework, 92% of observations scored as proficient in the component of <i>Establishing a Culture for Learning</i>. The team observed teachers say, “Let’s not waste our learning time” or “Good readers read books more than once” to model a sense of urgency and reinforcement of strong academic habits. Many teachers insisted on student excellence asking students to re-do academic work or re-do a transition that did not run smoothly. Comments by teachers also emphasized the importance of college. One teacher asked students to restate answers saying, “Let’s use our college sentences.” Another teacher gave praise to a student saying, “I like how you used that college word.” The mission is physically represented in a variety of ways throughout the school. Collegiate flags hang on the walls of the classrooms and in hallways and correspond to the names of the classrooms.</p> <p>The QSR team did not observe strong evidence that the school develops students to be civic leaders. Apart from a few classrooms, students did not discuss or complete work related to social justice or community action. In one classroom students discussed strong historical females such as Clara Barton and shared their thoughts about their contributions to</p>

Mission and Goals	Evidence
	<p>society. In two early childhood classes students studied anatomy and physiology and considered the importance of staying healthy.</p> <p>In most observations there was little or no choice in how students completed their work and students were not given frequent opportunities to control their own behavior or emotions. Adults moved in and out of classrooms with students needing behavior support however the students were generally told how to behave without opportunity for reflection or choice in re-entry.</p>
Goals:	
<p>PMF Goal #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in reading</i></p> <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in reading</i></p>	<p>The QSR team observed substantial evidence that the school is on track to meet this goal. As noted in the Danielson rubric below, 87% of observations rated as proficient in the <u>Instruction</u> domain. Instruction is focused on supporting student progress. Teachers in all classrooms used small group work to support reading growth. In many observations students worked directly with the teachers by reading books and answering comprehension questions. In one classroom the students read and the teacher circulated to each student to hear them read aloud. During the independent time with each student the teacher assessed fluency and gave corrective feedback as needed. In another observation the teacher asked comprehension questions to each student. At one point the teacher said, “Who can help sort out what was in common between Sally’s Secret Mission and the Clara Barton book?” When the students struggled, she prompted them to, “Flip back through the book and look. Maybe circle the parts that can help you answer this question.” Teachers used wait time and cold-calls to ensure high-levels of participation during literacy instruction. In lower grades</p>

Mission and Goals	Evidence
	<p>teachers worked one-on-one with students completing phonics flashcards or on letter/site word recognition. Additionally students frequently used technology and individually logged into their own literacy learning programs. While the reading instruction was strong the QSR team did not observe any choice when it came to independent reading.</p>
<p>PMF Goal #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in math</i></p> <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in reading and math</i></p>	<p>The QSR team observed evidence that Ingenuity Prep PCS is on track to meet this goal. A trend noted by the QSR team was the high-level questioning used in math instruction. As detailed in the Danielson rubric below, 91% of observations scored proficient in the <i>Using Questioning/Prompts and Discussion Techniques</i> component. Teachers in math observations used questioning to probe the whole class as well as individual students. One teacher said, “I’m seeing a few different things during our work that make me really excited. I see where you’re thinking on this but I want to push you. I don’t see a word in the problem that says we must get to 98 plus 57? Does this equation help me solve the story problem? Why or why not?” Students then shared thinking and commented on each other’s answers by agreeing or disagreeing.</p> <p>In another observation the teacher asked students to explain their thinking after each problem. She cold-called on students and allowed students to help each other before explaining how to solve the problems related to finding the area of an object. Teachers modeled how to solve problems and used think alouds to share how they approach various math work. In two observations during whole-group math instruction, one or two students sat with an additional adult completing the same work with added support. Students frequently used technology and individually logged into</p>

Mission and Goals	Evidence
	their own math learning programs.
<p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>The QSR team saw strong evidence that Ingenuity Prep PCS is on track to meet this goal. As detailed below, 87% of observations rated as distinguished or proficient in the <u>Instruction</u> domain with 100% of observations rated as distinguished or proficient in the component of <i>Communicating with Students</i>. Small group and individual instruction gave teachers an opportunity to tailor lessons to support student growth in reading and math. Students demonstrated commitment to their individual learning by remaining engaged with online learning programs even without direct teacher supervision.</p>
<p>PMF Goal #4: School Environment – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></p>	<p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On two days of observations, the school had attendance rates below 85%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance during the two-week window: Visit 1: May 22, 2017 – 82.7% Visit 2: May 31, 2017 – 87.1% Visit 3: June 1, 2017 – 90.2% Visit 4: June 2, 2017 – 76.2%</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 85% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 83% of the observations as proficient and none as distinguished in this component. In these observations interactions between teachers and students were warm, polite and respectful. Teachers and students said “please,” “thank you,” and in one classroom a student said, “bless you” after the teacher sneezed. Teachers bent down to be at eye level with individual students and spoke quietly about behavior or academic work. In one observation a student was upset about a barrette that fell out of her hair. The teacher patiently looked at each braid to find the one missing the barrette and the student smiled and said, “Thank you for helping me.” Students in these observations demonstrated care and kindness toward each other. A student in one classroom reached over and gently rubbed the back of an upset student next to her.	Distinguished	0%
		Proficient	83%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations teacher and student interactions were matter-of-fact and marked with occasional disrespect. Teacher comments in these observations were occasionally hurtful to students. In one observation two teachers talked in front of the students. One teacher said, "She is a very slow reader. Try having a discussion. It is not very successful with this group. It's so challenging."</p> <p>In other observation after a student was slow to clean up the teacher said, "Now I know not to ever ask you for help again." In many classrooms students were in and out the door with various adults for behavior related infractions. As one student was removed, the teacher said loudly, "Just take Student-X to the door. That is enough time spent on him."</p>	Basic	17%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 92% of the observations as proficient and none as distinguished in this component. Teachers and students in these observations demonstrated a commitment to the academic tasks and to the culture of learning. Teachers celebrated student successes and showed excitement about student achievement. In one observation the teacher greeted the class with, "Good morning! How many first graders do I have at this table? 100% of my kindergarteners are acting like first graders? Wow! I'm really liking the way you are focusing on learning today." In another observation the teacher asked the class to give</p>	Distinguished	0%

The Classroom Environment	Evidence	School Wide Rating	
	<p>another student a “thumbs-up and a smile” after she shared her writing in the authors chair. Teachers in these observations recognized student effort and encouraged students to take risks. A teacher encouraged students to be proud of their writing and start over if necessary. The teacher said, “Good writers start over often and learn as they go. You guys are quickly becoming good writers.”</p>	Proficient	92%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	8%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 100% of the observations as proficient and none as distinguished in this component. In these observations little instructional time was lost due to the use of effective routines and procedures. The QSR team saw established procedures to collect or distribute materials, throw away garbage, sharpen or get a new pencil, and use the bathroom. Students demonstrated understanding of these classroom routines and held each other accountable for following the procedures. In one observation the teacher prepared students to turn in work. The teacher said, “I want to see how fast we can collect the papers. Papers to the middle in three. Papers to middle in two. Papers to the middle in one.” Students worked together to complete the task. Teachers used timers and gave verbal reminders before transitions. All observed classrooms used the same method to transition between whole group and small group activities and students efficiently moved around the rooms without losing academic time.</p>	Distinguished	0%
		Proficient	100%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as basic in this component.	Basic	0%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 67% of the observations as proficient and none as distinguished in this component. In these observations expectations were posted, reviewed, and enforced. Teachers used online behavior trackers to award students "points or stars" at the end of each class. In most observations teachers narrated positive behaviors and made global comments on class behavior such as, "Everybody is here and everybody looks ready to learn!" One teacher frequently narrated the positive student actions of students who had been redirected moments before. Teachers used proximity in some observations to encourage on-task student behavior and made respectful and quiet redirections when individual students got off-task. In two observations teachers prevented student misbehavior by reminding the class of expected behavior for after the "author of the day" was unannounced. One teacher said, "If you don't get picked and feel upset you will take a little breath like this [models deep breath]. Now you all do it with me before I make the announcement." In another observation students moved to the classroom library to self-regulate their emotions and rejoined the class when ready.	Distinguished	0%
		Proficient	67%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 33% of the observations as basic in this component. In these observations most students were on-task however teachers did not successfully redirect a few off-task students resulting in the removal of some students. In one observation a student returned from the "restart" room and continued to ignore directions to stand in line. The teacher said, "You just came back and I know you don't want to go back to restart. Stand up. You can do it. I don't want to have to help your body." However immediately another adult entered and the teacher said loudly, "He's refusing to follow directions. He got a chance to participate in the read aloud. I think he needs to leave again."</p> <p>A student in one class room had a meltdown and began throwing things across the room. A jar with marbles fell to the floor and all the students left their work to try to get marbles. The teachers attempted to refocus the class however very few students listened and the classroom remained chaotic. In other observations students became upset when the teachers announced stars or points. In one observation a suddenly flipped his desk and yelled at the teacher after hearing a star number.</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 87% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	<p>The QSR team scored an impressive 100% of the observations as distinguished or proficient in this component. In these observations teachers aligned learning objectives to posted content standards and clearly shared content with students. In one observation the teacher said, "We are starting our new read aloud. We are going to learn about frogs." The teacher clearly outlined what students will learn and how to complete the assignment. In another observation a teacher reviewed the lesson outcome saying, "We are working on answering a critical thinking question. We know we need three pieces of text evidence to do that."</p>	Distinguished	8%
	<p>In other observations teachers connected learning tasks to previous days. In two early childhood classes teachers activated student prior knowledge before starting that days journaling activity. The teacher said, "In our book yesterday we met Lynn. Based on what we have learned about anatomy and physiology what should we tell Lynn so that she can stay healthy?" Students in both classes shared knowledge about healthy living. Teachers also gave clear and precise directions leaving little need for clarification.</p>	Proficient	92%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	0%

Instruction	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored a high 91% of the observations as proficient and none as distinguished in this component. In these observations teachers posed a variety of questions and frequently asked students to explain their thinking. Questions allowed for students to respond with multiple correct answers. After reading a book with students one teacher asked a series of open-ended questions such as, "Why did she change from being a naughty cat to a good cat? How did she change?" In another class a teacher asked a student, "Why did you change your voice as you read that section aloud?"	Distinguished	0%
	Additionally teachers used questioning to build upon prior learning or to help students recognize new vocabulary. In one observation the teacher stopped a student as he was reading to ask, "What is that word 'con'? If he is trying to 'con' her is he being nice?" Generally there were high levels of student participation however there were few opportunities for students to discuss academic content with each other.	Proficient	91%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	9%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 75% of the observations as proficient and none as distinguished in this component. Teachers in these observations used a variety of instructional techniques to engage students in learning. With multiple teachers in each room, students rotated through learning stations each led by an adult. In one room the students divided into thirds and rotated from a writing station where they composed narrative stories, to guided reading, to an individualized computer-based program. Students in these small groups generally stayed on-task and completed work in a timely manner.</p>	Distinguished	0%
	<p>Teachers used effective strategies to engage students in learning tasks and students showed engagement in the work. In one observation the teacher said, "Take this minute to silently preview the text. Your minute begins now and I will leave the timer on the board so that you can see it." At the end of the three minutes students shared three things they learned with a partner prior to the rest of the whole-group lesson. In another observation, the teacher called the class to the carpet for a snack. One student asked to continue his work so that he could finish. The teacher agreed and he remained focused and on task for the duration of the observation.</p>	Proficient	75%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 25% of observations as basic in this component. In a few of these observations, some students did not participate in the whole class learning activities and were often off-task or completing non-academic work. In one class while most students completed a writing task or went to guided reading two students sat alone and colored. In other observations students sat removed from the class without work for extended periods of time.</p> <p>Students in these observations had little to no discussion in small groups and tasks required little original thought. In one observation the teacher requested rote answers and repetition of teacher statements. The teacher said, "So who was looking at the balloons? Sam was looking at the balloons. Say, 'Sam was looking at the balloons'. Who are characters in the story?" Students repeated together - "characters are the people, animals or objects in the story."</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Using Assessment in Instruction	<p>The QSR team scored 83% of the observations as proficient and none as distinguished in this component. In these observations teachers actively monitored learning during small group work and circulated the room during independent work time giving specific and individual feedback or suggestions for improvement. Teachers made global comments such as, "Oh, I see that Student X is including dialogue and Student Y is describing feelings to make their stories juicy" resulting in other students erasing their own papers and rewriting. In another class a teacher circulated giving individual feedback on student writing. She</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>said, "You use the word 'happy' a lot here. Can you think of a different word?" The student went to the word wall to identify synonyms to use in her writing. In a math class the teacher circulated as students worked to shade 'half-the area' of a shape. The teacher asked individual students probing questions such as, "How do you know this is half?" or "Show me the number sentence you used to figure out the area." After each student had completed the work two students shared an explanation for how they knew they had shaded half.</p>	Proficient	83%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations students did not have many opportunities to demonstrate their learning. Teachers in these observations gave infrequent feedback to students as they completed work, did not collect student work to be evaluated, and used global checks for understanding. In one class students worked on journal entries while the three teachers completed other tasks in the room without looking at student work. In another observation students completed a handout and the only feedback from the teacher was about behavior and procedures without any attempt to address academic misconceptions.</p>	Basic	17%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix H

Compliance Reports



Ingenuity Prep PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline 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	



Ingenuity Prep 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	



Ingenuity Prep 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 has an even number of members (8), but is anticipating adding three add'l, including two parents, by December 12.
	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)	N/A	
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	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Ingenuity Prep PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Monthly Financial Statements - June	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✗
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter's Board Calendar	Compliant	8/21/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✗
Annual Report SY2013-2014	Compliant	9/5/14	✗
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✗
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✗
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓

SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	✗
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Fire Drills	Compliant	12/5/14	✓

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Ingenuity Prep PCS

February 23, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
Fire Drill Schedule	Compliant	7/28/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
School Calendar	Compliant	9/16/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	9/29/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	X
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✓
Student/Family Handbook	Compliant	10/8/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	X
Title IX	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Annual Report	Compliant	10/29/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Board Roster	Compliant	3/22/16	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Ingenuity Prep PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000.

If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dpcsb.org.

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Building Hope - Incubator Initiative	Rent	\$ 493,977.60	No	Exempt - Non-Procurement		
ETES (End-to-End Solutions for Special Education)	Special Education	\$ 201,753.77	Yes			No Epicenter submission
Revolution Foods	Food Service	\$ 169,154.67	No	Exempt - Renewal - Submitted on 8-7-13	2013	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Kaiser Permanente	Health Insurance	\$ 104,496.13	No	Procured through broker		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
DC Public Charter School Board	Admin Fee	\$ 42,979.88	No	Exempt - Non-Procurement		
EdOps	Finance & Accounting	\$ 42,500.04	Yes			No Epicenter submission
Apple	Laptops et al	\$ 42,000.73	No	Multiple purchases all under \$25K		
Amazon	Supplies	\$ 41,910.72	No	Multiple purchases all under \$25K		
AppleTree Institute for Education Innovation	Curriculum Services	\$ 30,175.00	No	Sole Source		While Sole Source procurements do not need to be bid, they do need to be submitted to DC PCSB through Epicenter.
Fight for Children	Teacher Residents	\$ 30,000.00	No	Sole Source		While Sole Source procurements do not need to be bid, they do need to be submitted to DC PCSB through Epicenter.
The Literacy Lab	Reading Corps Tutors	\$ 29,708.00	No	Sole Source		While Sole Source procurements do not need to be bid, they do need to be submitted to DC PCSB through Epicenter.
United Business Technologies	Copier Lease	\$ 28,742.01	No	Exempt - Renewal - Submitted on 5-13-13	2013	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts <i>(submitted to Epicenter throughout the fiscal year)</i>							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
No contracts were submitted							

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials) 	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) <p>*Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement</p>	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	<p>Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo.</p> <p>*In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint</p>	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	<p>An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members</p> <p>-should confirm staff's understanding of their obligation for reporting sexual abuse of students</p>	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory) 	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

SY 2016-2017 DC Public Charter School Board Compliance Review Report

Ingenuity Prep PCS

Requirement	Compliance Status	Due	On Time
School Calendar	Compliant	7/26/16	✓
Fire Drill Schedule	Compliant	7/26/16	✓
Student/Family Handbook	Compliant	7/26/16	✓
Goals and Assessments	Compliant	7/26/16	✓
Charters Board Calendar	Compliant	7/26/16	✓
Quarterly Financial Statements - 4th Quarter	Compliant	7/31/16	✓
Auditor Engagement Letter	Compliant	8/16/16	✓
Annual Report	Compliant	9/6/16	✓
Charter School Athletics Compliance	Compliant	9/14/16	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/16	x
Board Roster	Compliant	10/6/16	✓
Litigation Proceedings Calendar	Compliant	10/6/16	✓
Certificate of Occupancy	Compliant	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/6/16	✓
Employee Handbook: Employment Policies	Compliant	10/6/16	✓
Accreditation	Compliant	10/6/16	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/6/16	✓
Child Find Policy	Compliant	10/6/16	✓
ADA	Compliant	10/6/16	✓
Title IX	Compliant	10/6/16	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/6/16	✓
SPED-Continuum of Services	Compliant	10/6/16	✓
Staff Preference	Compliant	10/6/16	✓
School Emergency Response Plan	Compliant	10/6/16	✓
Certificate of Insurance	Compliant	10/6/16	✓
ELL	Compliant	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Compliant	10/6/16	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/16	✓
Fire Drills Conducted	Compliant	12/8/16	✓
Student Enrollment Forms	Compliant	12/8/16	✓
Facilities Expenditure Data Inputs	Compliant	12/15/16	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

A rating of **compliant** means the school has satisfied the compliance standards.

A rating of **in progress** means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.

A rating of **not compliant** means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dpcsb.org.

Appendix I

Annual Determination Reports

Initial Evaluation Student Noncompliance May 2015 (October 1, 2014 - March 31, 2015)

Initial Release Date: 5/27/2015
Date of Notification: 6/12/2015
Days Remaining: -290

Viewing Data For Ingenuity Prep PCS

Citation Item	Student ID	Student Name	Corrective Action
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.

Initial Evaluation Student Noncompliance August 2015 (April 1, 2015 - June 30, 2015)

Initial Release Date: 1/14/2016
Date of Notification: 1/29/2016
Days Remaining: -59

Viewing Data For Ingenuity Prep PCS

Citation Item	Student ID	Student Name	Corrective Action
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS

Initial Evaluation Student Noncompliance August 2016 (April 1, 2016 - June 30, 2016)

Initial Release Date: 12/6/2016
Date of Notification: 12/21/2016
Days Remaining: 268

Viewing Data For Ingenuity Prep PCS

Citation Item	Student ID	Student Name	Corrective Action
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS
Timely Completion of Initial Evaluation §300.301(c)	[REDACTED]	[REDACTED]	Complete evaluation and upload into SEDS